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ABSTRACT

This student's manual and answer book/teacher's guide focus on the industry-specific information and skills needed by students who plan to enter, or who may already be receiving, drugstore-related training. They are companion publications to "Working in Pharmacies," which offers a more indepth look at the duties and responsibilities of the pharmacy technician. The student manual contains 13 assignments divided into these parts: beginning one's training, gaining product knowledge, applying marketing concepts, and employment opportunities. Each assignment consists of a list of objectives, informational material, summary, and review questions. The answer book/teacher's guide contains the following: suggestions for using the publication for independent study and classroom instruction; assignments and objectives correlated with Secretary's Commission on Achieving Necessary Skills (SCANS) competencies; SCANS competencies and skills; and answers to the questions found at the end of each assignment. Additional learning activities are provided for each assignment. Each activity follows this format: objective, background, instructions, and all necessary information or examples. Answer keys follow. A series of brief summative quizzes, one for each assignment, provides an alternate method of student assessment. Answer keys follow. A summary of information available in "Working in Pharmacies" is appended. (YLB)

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MARKETING IN THE DRUGSTORE

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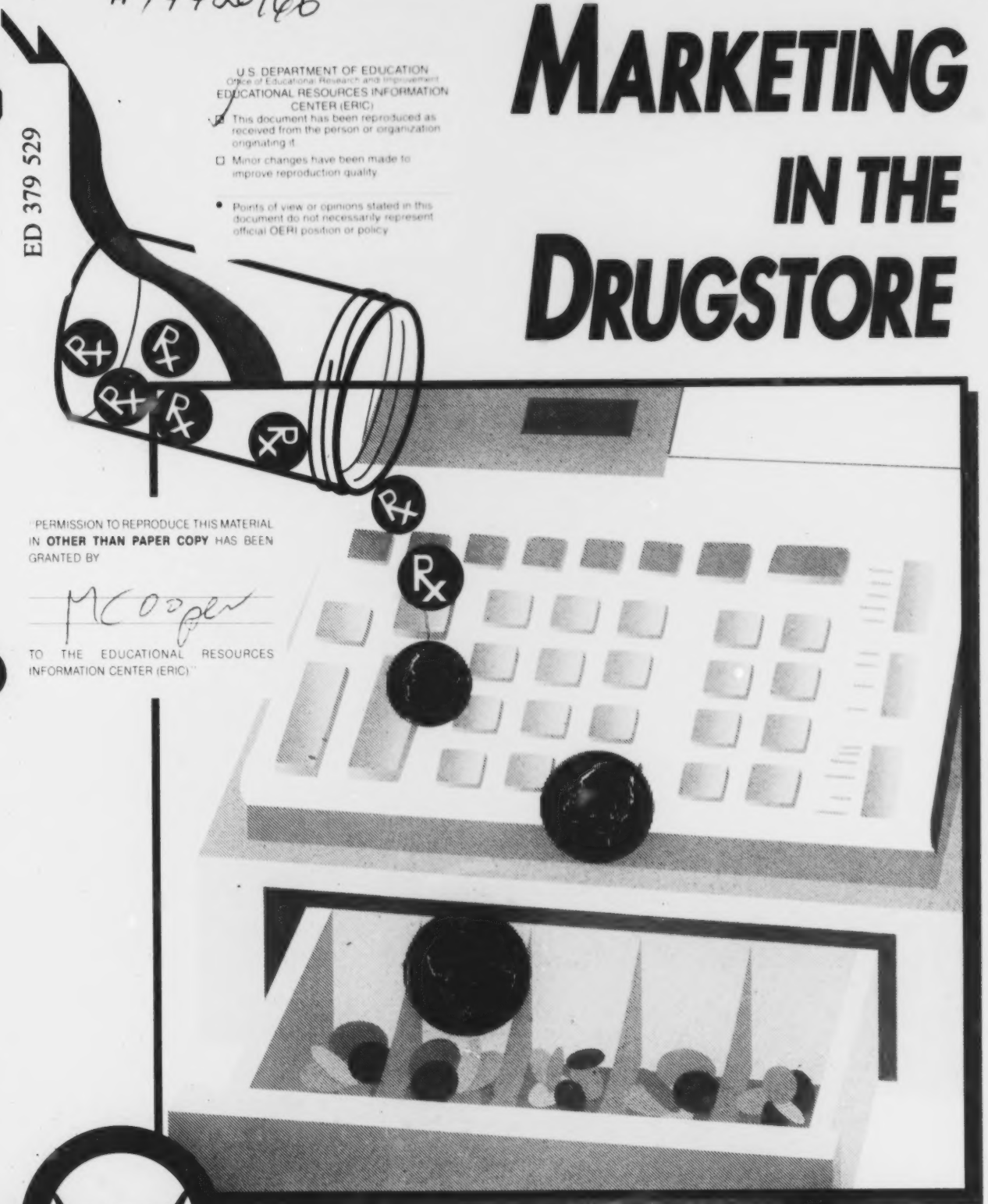

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Marketing Education

Marketing in the Drugstore

By

Shawn Walton

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Curriculum Specialist / Suzanne G. Faught
Editor / Teri C. Sperry
Artist / Elinor Gamache
Publishing Technician / Kathryn N. Roberts
Publications Coordinator / Jonathan Griffith
Director, Educational Resources / Mitch Cooper

Additional copies may be ordered from:

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FAX (512) 471-7853

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Foreword

Marketing in the Drugstore is one of the expanding series of EIMC/Educational Resources publications on the skills and tasks required of employees in specific marketing occupations. Unlike previous publications of this type, it offers insight into the various environments in which training can take place—neighborhood pharmacies, chain drugstores, supermarkets, and health and beauty aids departments.

The material introduces you to the information and thought processes needed by persons who are moving up the ladder in a career. By answering the questions at the end of each assignment, and by doing selected learning activities, you will begin to get a clearer idea of what is done and why it is done. The activities are designed so that you do not actually have to be employed at a training station, but can gain information by research, observation, and discussion with employees in pharmacies and drugstores. By doing one or more of the learning activities found in the Answer Book/Teacher's Guide, you will develop a variety of the higher-level thinking skills now recognized as being necessary to success in marketing.

Many students need to acquire the skills associated with pharmacy technicians in addition to those of drugstore clerks. *Working in Pharmacies*, a companion publication available from EIMC/Educational Resources, offers a more in-depth look at the duties and responsibilities of the pharmacy technician. Assignments in this book and student learning activities found in the Answer Book/Teacher's Guide refer to units in *Working in Pharmacies* as the basis for acquiring the technical knowledge that is beyond the scope of *Marketing in the Drugstore*.

Shawn Walton wrote *Marketing in the Drugstore* and currently writes technical documentation for user's manuals and training materials. She also does freelance work for several companies and writes short stories. Walton obtained her journalism degree from The University of Texas at Austin.

The Extension Instruction and Materials Center/Educational Resources of The University of Texas at Austin wishes to acknowledge Steve Pratt, a pharmacist with Randall's Food Stores, and Tom Sansing, pharmacist and owner of Northwest Hills Pharmacy, for sharing their expertise with the author. Their contributions and the author's research were the basis for this publication.

Special thanks for their advice on this manual go to the members of the 1993–94 Marketing Education Project Advisory Committee, who reviewed the tentative outline and offered suggestions for this and other marketing education publications:

- Betty Helton, McCallum High School, Austin
- Adell Morton, Allen High School, Allen
- Sheryl Nelson, Tuloso-Midway High School, Corpus Christi
- Larry Russell, Clear Lake High School, Houston
- Berry Sullivan, teacher-educator, Southwest Texas State University, San Marcos
- Michelle Walker, doctoral candidate, University of North Texas, Denton

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Suzanne G. Faught
Marketing Education Curriculum Specialist

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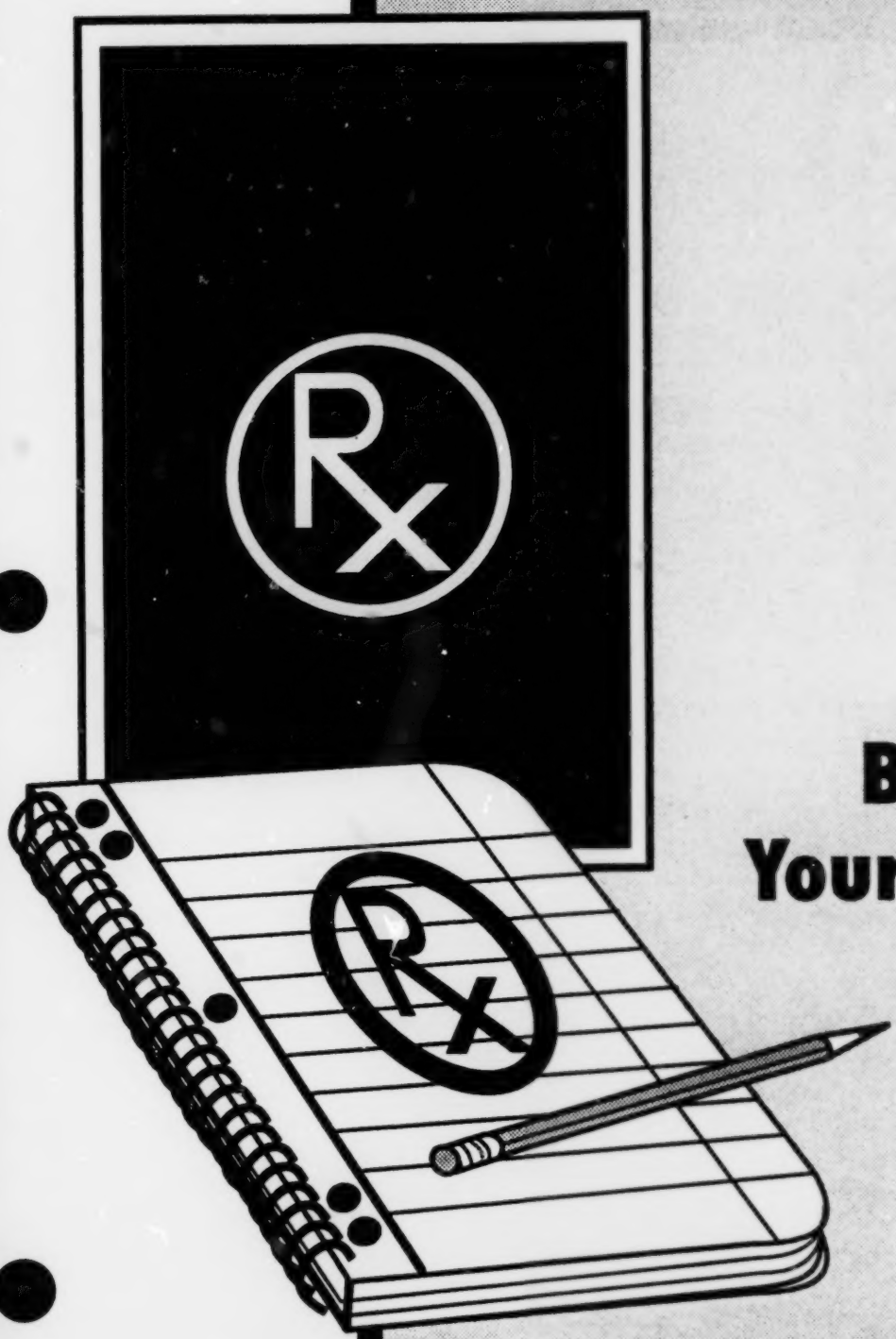

PART I

Beginning Your Training

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1

Introduction to Marketing in the Pharmacy and Drugstore

Objectives: After completing this assignment, you will be able to—

- identify the uses of marketing in pharmacies and drugstores;
- explain the importance of customer service in a pharmacy or drugstore; and
- list four methods used to order merchandise.

The word **marketing** covers a wide area of activities, from researching a customer base, to deciding what product to sell, to actually selling a product to a customer. Many drugstores and pharmacies are branching out from selling only prescription drugs and over-the-counter medications. In order to compete in today's world, drugstores are **diversifying** their inventories to include products traditionally sold in specialty stores or grocery stores.

Key Marketing Concepts

Marketing plays a key role in making sure the customer knows what kinds of products a store sells. The most important marketing concepts to remember when working in pharmacies and drugstores are:

- *Understanding a customer's needs*
- *Knowing how and when a product is being advertised*
- *Selling the product to the customer*

Understanding the Customer's Needs

As a pharmacy technician or drugstore clerk, your most important duty is taking care of the customer's needs. Place yourself in the customer's shoes. Ask questions. What is the customer looking for? Why did the customer choose this store? Are the products available in the store easy to find? A good thing to remember is that you will probably be a customer at a store sometime during the day. Just think of what you would want if you were the customer, like fast and easy service, quick checkout, someone available to help if you need it. Understanding this marketing idea is the first step to being a successful salesperson.

Knowing How and When a Product Is Advertised

Most of the products a store **advertises** are related to seasonal promotions, like the flu season or allergy season. Holidays are also a big time for sales. Some pharmacies and drugstores, particularly neighborhood stores, offer specialized items that are not traditionally sold at a drugstore. These items could be anything from stationery to gift items. Stores sell these items to attract more business and will often base their advertising on the specialty products offered.

It's important for the pharmacy technician and drugstore clerk to be

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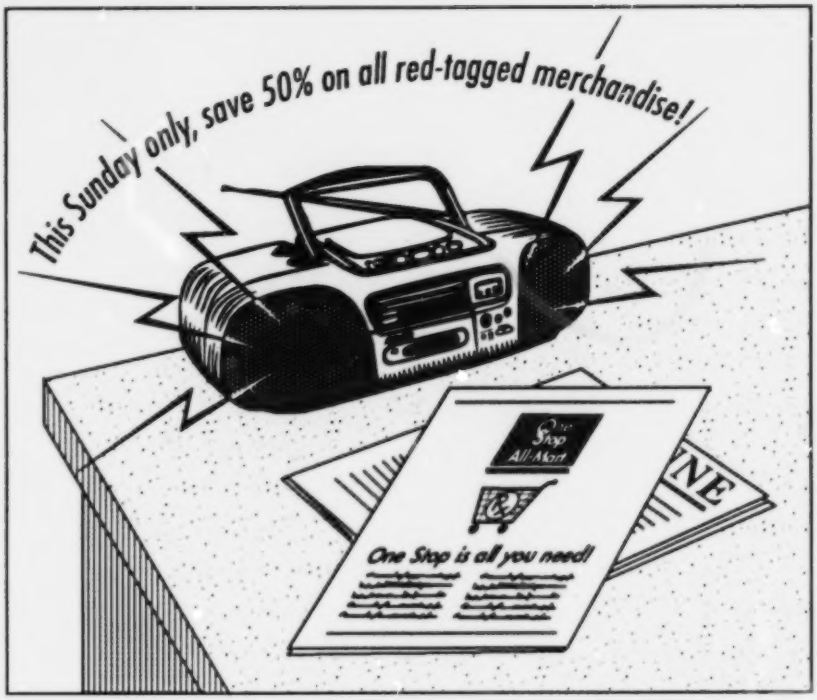

The two types of advertising used most often are print and radio.

aware of the kinds of products sold at the store and how the store chooses to advertise those products. You must also know when and what the store is advertising.

Newspapers carry the most retail store ads. Some larger stores will mail an advertisement circular once a week. Radio ads are used normally for major sale days, such as holidays, or to advertise specialty items. Stores will also use in-store marketing techniques such as small sale signs, usually in bright colors, to mark products on sale and sale price stickers to promote individual items.

Selling Products to the Customer

When it comes time to sell a product to a customer, your knowledge of the customer's needs, what sales the store may be running, and the store's philosophy of how to treat customers is essential. The only way a store can succeed is to satisfy the customer. More and more, stores are placing customer service as a top priority for all employees. Always be friendly and helpful to everyone who comes into the store. The best way to give good service is to think about how you would want to be treated if you were the customer.

How Merchandise Is Ordered

In order to have products available that customers want and need, every store has a product **inventory** that is updated either daily or weekly. This tells the store buyer what products have been sold and need to be reordered. Some of the methods used to order merchandise are:

- *Electronic order entry through a computer.* Pharmacists use this method to order prescription drugs, and it is usually done daily. The wholesaler delivers the drugs, and the pharmacy technician usually checks the invoice to make sure that all the products have been delivered.
- *Electronic orders from an order machine to the store's own warehouse.* Many larger stores use this method for ordering over-the-counter products and general merchandise products. The order is transmitted directly to the warehouse, usually on a daily basis.
- *Manual inventory.* When this method is used, it is usually done on a weekly basis. Counting of

Words to Remember

advertise/advertising—using radio, print, television, and in-store signs and stickers to let the public know what products and services a store offers and which of them are on sale

diversify—to sell items that are different from the type of products traditionally offered at a store

inventory—the stock of all products currently available at a store

marketing—the process of finding out what kind of products and services people want, advertising those products and services, and selling them to the customer

vendor—a supplier of merchandise and related services

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Large stores use hand-held order machines that can send orders electronically to the warehouse.

products can be done through cash register receipts or by computer. Some stores still count products by hand and use purchase orders to replenish merchandise.

- *Vendor stocking.* Many products sold in a store are replenished by the **vendor.** Most snack food and soft drink companies are responsible for determining how much merchandise is required and then stocking their own shelf space.

Summary

All of the topics mentioned in this section will be discussed in more detail in later assignments. This section has given you a broad overview of the concepts of marketing and some of the steps involved in advertising and selling a product. The most important thing to remember is to always give good customer service. The best marketing techniques in the world will not make a store successful if the customer is not satisfied. To keep customers satisfied and returning to your store, the products they want and need must be in stock and available for purchase.

CHECKING FOR UNDERSTANDING

1. Why are stores diversifying their inventories?
2. What are the three important marketing concepts, and how does each relate to your job as a sales clerk or pharmacy technician?
3. Why is customer service important?
4. Give a brief overview of how the store personnel where you are training use marketing.
5. List four methods of ordering merchandise.

2

The Importance of Excellent Customer Service

Objectives: After completing this assignment, you will be able to—

- tell why you should give good customer service;
- explain the importance of a friendly attitude and professional appearance;
- describe how to give good customer service;
- explain how to offer customer service in a self-service store; and
- list tips for giving good customer service.

Survival in today's business world is becoming more dependent on the amount and quality of **customer service** that a store offers. With most stores offering basically the same products, customer service may be what brings customers back. The responsibility of good customer service falls on the drugstore clerk or pharmacy technician. As the employee who has the most direct contact with the customer, it is your responsibility to satisfy the customer's needs. Always remember that helping customers is not an interruption to getting your work done; customers are the reason you are there. Some stores might provide three to four hours of customer service training to their new employees, as well as periodic sessions to all employees, to emphasize the importance of customer service to the success of the store.

Attitude and Appearance

Giving good customer service is actually an exercise in using your common sense. The number-one rule in providing customer service is to think of how you prefer to be treated when you're the customer. Keeping that thought in mind, your overall **attitude** and appearance can go a long way in establishing a customer's comfort level at the drugstore or pharmacy. First impressions make all the difference when a customer comes into the drugstore or pharmacy. Always maintain a professional appearance. In drugstores and pharmacies, customers expect the sales clerks and pharmacy technicians to look neat, clean, and well groomed. A nice appearance also gives you the self-confidence you need to approach and talk to customers.

Your attitude is a very important part of giving good customer service. Always greet customers with a smile. Saying "hello," "good morning," or "good afternoon" to customers as they walk in can keep them in a good mood, or help put them in one if they don't feel well or are having a bad day. Never disagree with a customer. Should a conflict arise, call for management assistance. Managers are trained to handle difficult customers and can make certain offers, such as product substitutions or giving money back, which you may not. As all retail employees and managers can tell you, "the customer is always right."

Nonverbal communication must also be positive. People communicate not only by talking, but also through body language. Examples of positive body language

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are smiling, nodding your head, and looking at the person who is talking. On the other hand, some body actions can unconsciously make a customer feel uncomfortable, such as the following:

- *Crossing your arms* projects an "I don't care" attitude or an "I'm in a bad mood, don't talk to me" attitude.
- *Slouching* projects an "I don't care" attitude and can also make the customer feel that you're not qualified to answer any questions.
- *Not making eye contact* projects to the customer that you're insecure or don't know what you're talking about.

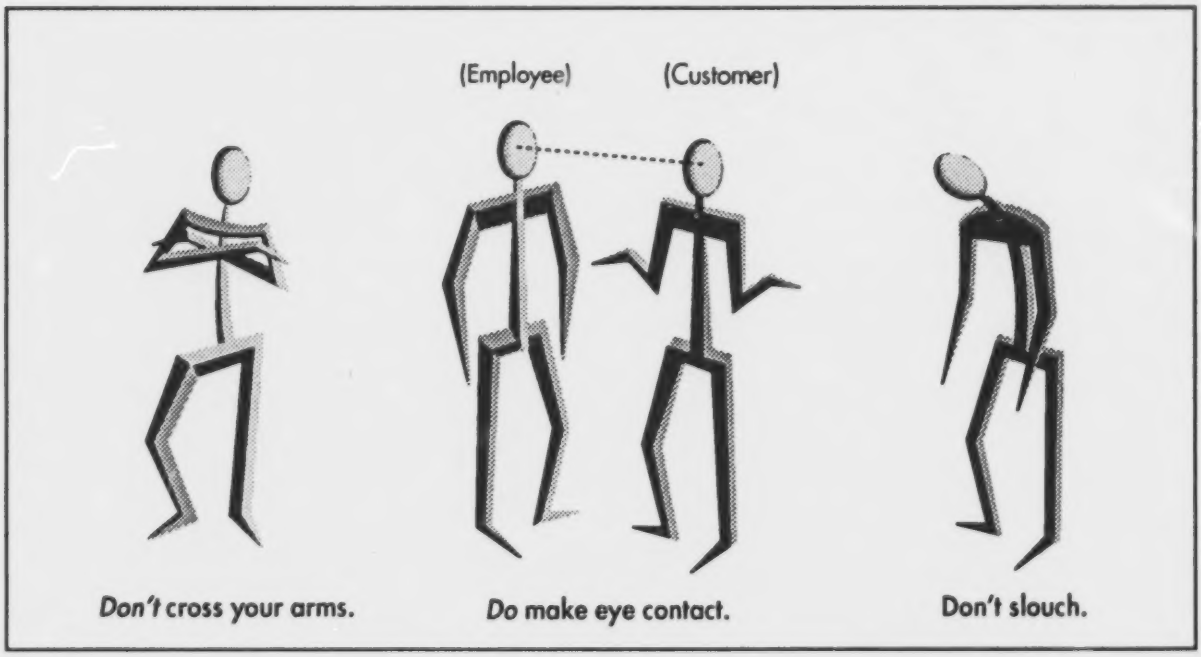
Some personal habits can also annoy customers. Avoid chewing gum, biting your nails, and scratching your head. These actions may not seem important to you, but they could easily offend customers.

Some Tips for Giving Good Customer Service

- Greet the customer at the door with a smile and "hello" or other welcoming phrase.
- If the customer is a repeat customer, know his/her name after the third visit.
- If you work in the pharmacy, call customers who you know are sick to make sure they have everything they need.
- Send flowers or other gifts to the hospital.
- Dress professionally.
- Know the products and their locations in the store.
- Deal with one customer at a time.
- Be sincere with your help.

How to Give Good Customer Service

Most drugstores and pharmacies today are designed as **self-service stores**. The customer can come into the store and find the right item without the aid of a sales clerk or pharmacy technician. In this type of store, employees will spend most of their time stocking merchandise or checking out customers at the cash register/terminal. Good customer service becomes very important in these situations. Greeting the customer at the door is important, as are offers to make the customer's visit more pleasant, like "Come back and see us!" or "May I help you carry these to your car?" The two expressions in the English language that can make people feel respected and important are "please" and "thank you," so use them often—but not so automatically that you sound insincere.



To improve your customer service attitude, avoid inappropriate body language.

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Checking for Understanding

1. Briefly explain why customer service is important.
2. Describe at least three characteristics of a professional appearance for a drugstore clerk or pharmacy technician.
3. What is one easy way to provide good customer service?
4. What are at least three ways of projecting a positive and confident attitude through nonverbal communication?
5. How can you offer customer service in a self-service store?
6. What are some phrases you should use at work when you talk with customers?

Always keep an eye on the customers in your area of the store so that you know when they may need help. Approach the customer with a smile and a positive-sounding voice, and ask how you can be of service. A key to good customer service is knowing the products the store sells and where they are located within the store. Try to stay informed of the different kinds of products available so that you can make intelligent suggestions to the customer.

Customer Service over the Telephone

Customer service does not start and stop when a customer enters the store. You must also be aware that a customer is judging whether or not to visit the store by the way you communicate over the telephone. The only clues a customer has that the store can provide the products and services he or she needs is your friendly voice, your patience in listening to the customer's question or complaint, and your willingness to find the requested information. The tone of your voice can communicate to the customer that your store is willing to help in any way possible. Also remember that "please," "thank you," and "have a nice day" can give the customer a feeling of **goodwill** toward the store over the phone, as well as in person.

Summary

Excellent customer service separates the successful stores from the ones that will eventually fail. Your attention to a customer can not only bring that customer back, but also, through word-of-mouth, influence that customer to send his or her friends to your business. Never underestimate a customer's reactions to your attitude, appearance, and helpfulness. Place yourself in the customer's shoes, and you can see how your actions can help determine whether someone returns to your drugstore or pharmacy.

Words to Remember

attitude—the way your thoughts affect your behavior and feelings

customer service—identifying customers who need help, approaching customers with a positive attitude, and providing the help those customers request

goodwill—the positive feeling a customer has toward the store

nonverbal communication—transmitting an attitude or emotion through body movements and facial expressions

self-service store—one in which customers can walk in, find what they need, and make their purchases without the aid of a store employee

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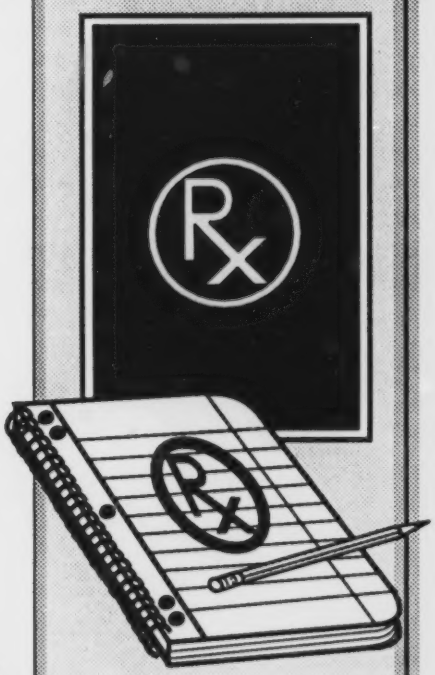

3

Personal and Store Security

Objectives: After completing this assignment, you will be able to—

- distinguish between *robbery*, *burglary*, and *shoplifting;*
- know what to do if an armed robbery occurs;
- identify shoplifting prevention techniques used by businesses;
- know what to do when shoplifting occurs; and
- explain why pharmacists regulate controlled substances.

According to a national report, merchandise loss and security costs add an average of 2 to 3 percent to the price of everything sold. Most retail stores earn only 3 to 5 percent **net profit** each year, so theft easily cuts into profits.

Most drugstores and pharmacies have a small staff, which makes these stores vulnerable to robbery and shoplifting. Pharmacies in grocery stores and supermarket health and beauty departments are less likely to be robbed, but shoplifting is still a major problem. **Loss prevention** must be a major priority for management and employees alike so that the drugstore or pharmacy can remain a profitable enterprise.

Types of Theft

Both employees and customers steal from stores. Employee theft consists of **embezzlement** and **larceny**. Although employee theft occurs less frequently, the individual losses tend to be much greater. As a drugstore clerk or pharmacy technician, you should be aware of the actions of your fellow employees and report any suspicious behavior to your manager. The types of theft you need to be most familiar with are those that occur most often: **robbery**, **burglary**, and **shoplifting**.

Robbery

A robbery can be the most dangerous situation facing a drugstore or pharmacy employee. The small staff makes the store an easy target. The fact that pharmacies have a supply of **controlled substances** in the back also lures thieves. When a person comes into the store to commit a robbery, it will be obvious. The person will either threaten you openly with a weapon or keep the weapon concealed but pointed in your direction. Never try to stop a robber. The best thing to do in this situation is to cooperate. Once the thief has left the store, call the police immediately.

Even though you should not stop the thief yourself, you can do several things to help police officers find the thief:

- Take a mental picture of the thief and **accomplice(s)**. Observe the hair and eye color, height, whether the thief is male or female, if the thief is overweight or extremely thin, the clothes the thief is wearing, and any distinguishing physical characteristics, like a mustache.
- Try to see whether the thief or accomplice is driving a car. Observe the model of car, color,

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Some Tips to Deter Shoplifting

- Watch customers who wear loose coats or bulky dresses. Keep an eye on people carrying large purses, bags, or umbrellas. Some shoplifters may also use baby strollers to stow merchandise.
- Keep up with the merchandise on the shelves. Try to keep your area clean and tidy, and pay attention to what is on the shelves.
- Knowing who regular customers are also helps. If the drugstore or pharmacy attracts a certain type of customer, it's easy to spot someone who looks out of place or nervous. Go up and ask the person if you can be of service.
- Watch crowded aisles, and make yourself noticeable by talking with customers.

and if possible, the license plate number.

- You can also help out if you are witnessing the robbery. Call the police if you can get to a phone without being seen. Otherwise, just try to remember what the thief looks like and the type of car used to leave the store.

Burglary

A burglary occurs when the store is closed for business and no one is present. Burglars will not waste their time nor the risk of getting caught if they can see adequate security measures. If the store exterior and interior are well lighted, chances are the burglar will go elsewhere.

A number of things can be done by drugstore employees and management to prevent a burglar or robber from selecting your store as an easy target:

- Remove money from the cash register/terminal periodically during the day, making deposits often and on an irregular schedule.
- Leave the cash drawer open after hours to prevent damage during a burglary.
- Never leave cash or the bank deposit bag out in open view.
- Keep cash and checks separated so that the store can retain at least that much of its cash assets.
- Consider keeping "bait money" in the register drawer.
- Consider having cameras mounted above the pharmacist and checkout counters.

Shoplifting

Drugstores and pharmacies use several methods to deter shoplifting. Some stores may use surveillance cameras to make a video of all customers in the store. Also, stores may keep the management offices on a mezzanine-type second floor. The managers can keep an eye on the store from their offices by watching the sales floor through one-way windows. Some stores may even employ security personnel.

Another method of deterring shoplifting is the store layout. Keep the aisles wide and don't build tall shelves and store displays that can easily hide a shoplifter. High-priced items should be locked in cases. Open counters and displays should

Watch out for customers who are more interested in where you are than in the merchandise.

not be placed near exits or in corners.

The sales clerk or pharmacy technician is responsible for keeping an eye on the customers. This is where your customer service expertise can **deter**, or discourage, shoplifting. If you see someone who looks suspicious, approach the person and ask if you can be of service. The majority of shoplifters are amateurs, and your attention will probably make them nervous. If you are busy with a customer, acknowledge the person by saying "hello" or "I'll be with you in a moment." Your remarks and attention will discourage the shoplifter but please your customer.

If you see someone shoplifting, or think someone may be shoplifting, immediately contact your manager or store security. You should never try to **apprehend** someone suspected of shoplifting. Managers know what can and cannot, as well as what should and should not, be done in apprehending someone suspected of being a shoplifter. Make sure you know your store's policy concerning shoplifting before you begin working on the sales floor.

Theft and Controlled Substances

Drugstores and pharmacies also make good targets for theft because they have not only cash and merchandise, but also drugs. People may try to rob the store for drugs to use themselves or to sell to others. Some may even try to pass off a forged prescription in order to get a drug. Usually the thief will try to steal a controlled drug. There are three types of controlled substances, numbered from one to three, based on their abuse potential:

- *Level 1:* High abuse potential. Includes experimental drugs, or drugs currently not legal to prescribe except under special circumstances, such as marijuana or heroin.
- *Level 2:* High abuse potential. Has currently accepted medical use with severe restrictions, such as amphetamines, barbiturates, and morphine.
- *Level 3:* Less potential for abuse than Levels 1 and 2 above. Most Level 3 drugs will be kept on the pharmacist's shelf, whereas Level 1 and Level 2 drugs are locked in a safe.

Some pharmacists may double-count all controlled substances, and some laws or store policies will require that the pharmacist be the only employee to handle controlled substances. Every physician has a **DEA number** that must be included on the prescription for a controlled substance. This is one way the pharmacist can tell if the prescription is real or a forgery. Many pharmacists will also be aware of the doctors practicing in their community and will know the doctors' signatures.

Words to Remember

accomplice—a person working with a robber
apprehend—to stop a person inside or outside a store on the suspicion of taking money or merchandise
burglary—the taking of money, merchandise, or property from a store after breaking and entering
controlled substance—any drug or substance that has the potential for abuse or physical/psychological dependence, including narcotics, amphetamines, barbiturates, and hallucinogens (These drugs are regulated by the Federal Comprehensive Drug Abuse Prevention and Control Act of 1970.)
DEA number—a unique number assigned by the federal Drug Enforcement Administration to every doctor who prescribes controlled substances to patients
deter—to discourage or prevent from happening
embezzlement—the stealing of money from the store by an employee
larceny—also known as **pilferage**; the stealing of merchandise from the store by an employee
loss prevention—the activities a business performs in order to eliminate or reduce the expenses associated with theft and shoplifting
net profit—the money a business has after the costs and expenses of running the business are subtracted
robbery—the taking of money, merchandise, or property by threatening the use of force or physical violence on employees
shoplifting—the taking of merchandise from a store without paying for it by a customer or other nonemployee

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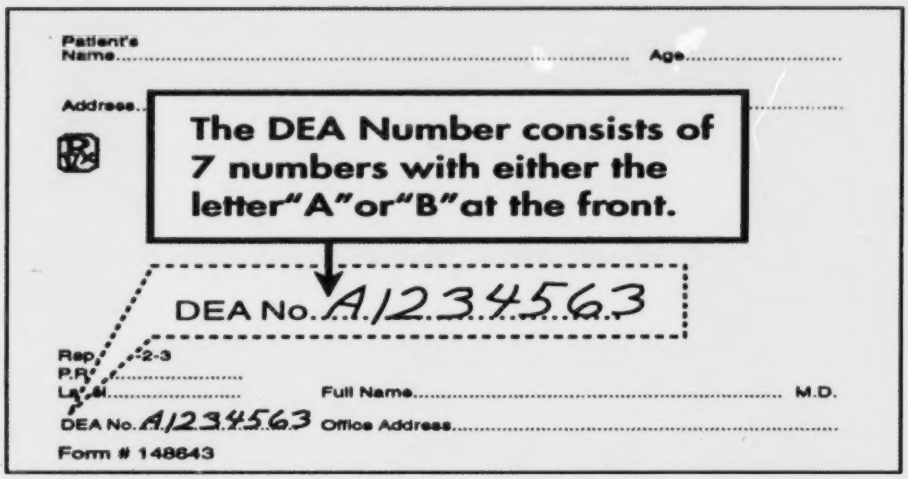


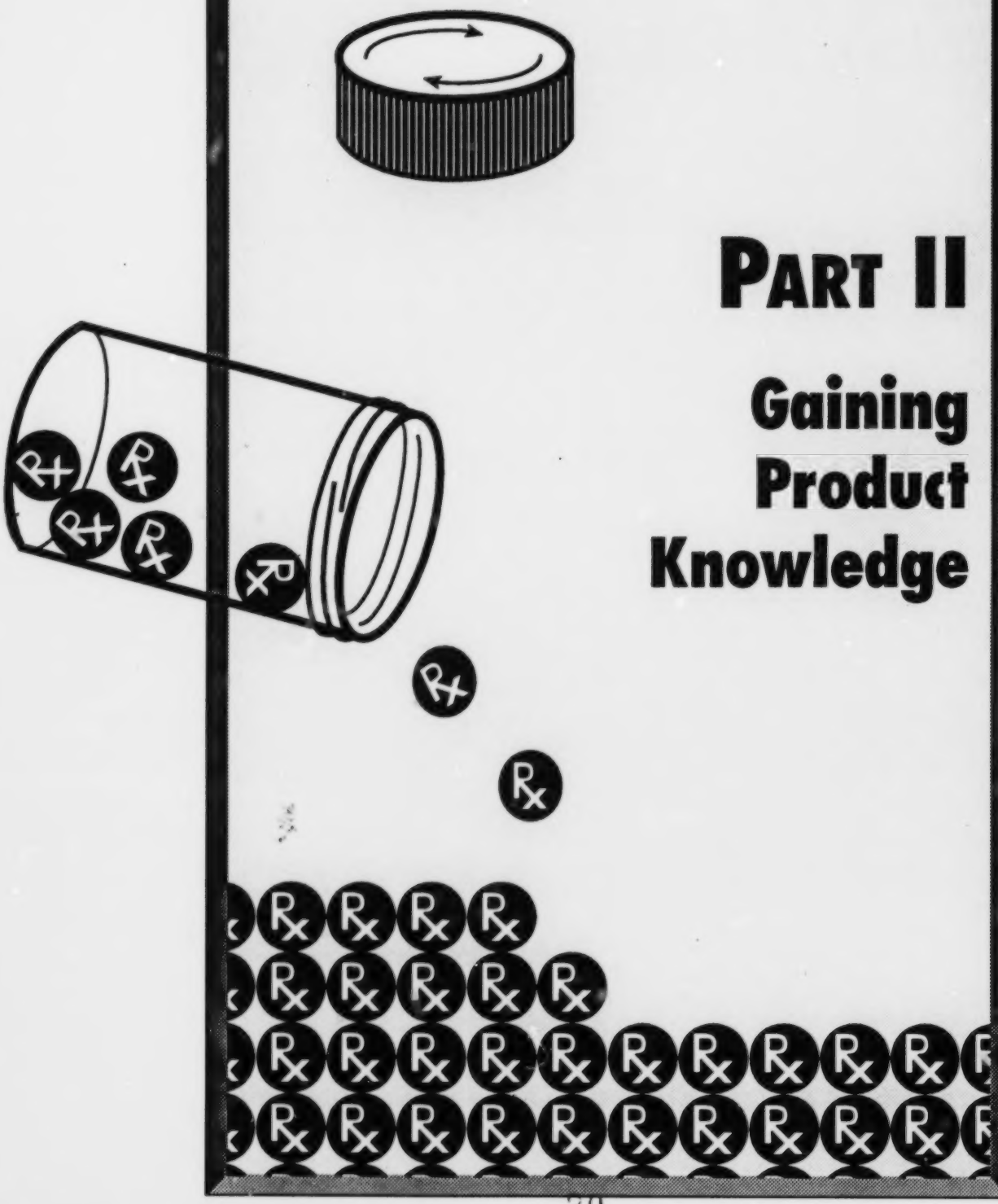
Pharmacists use a mathematical formula to determine authentic DEA numbers.

Summary

Losses from theft can cut severely into the profits of a drugstore or pharmacy. Most of the losses come from shoplifting. The pharmacy is usually located in the back of the store and raised, which enables the pharmacist to see customers. Practicing good customer service, the drugstore clerk or pharmacy technician can help keep shoplifting to a minimum by talking to suspicious-looking customers. Never try to stop a thief yourself. Always call the manager or store security. With your attention to the customer and the upkeep of your area, you not only help keep the store safe, but also build confidence in your abilities and respect from your fellow employees.

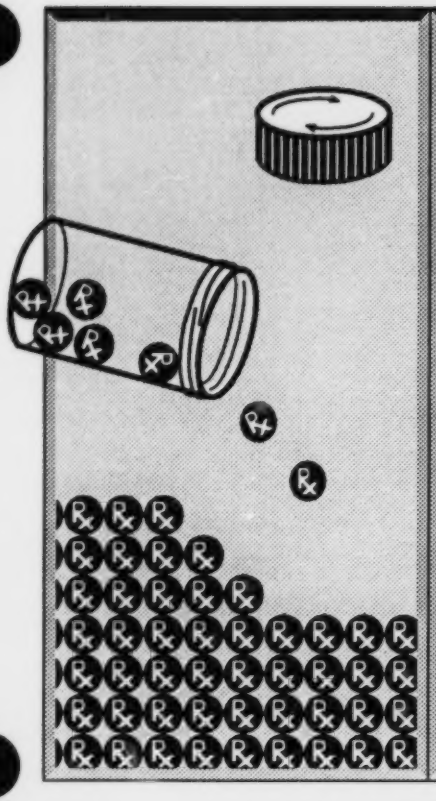
Checking for Understanding

1. Using your own words, briefly describe situations involving (a) robbery, (b) burglary, and (c) shoplifting.
2. If you are approached by a robber, what are at least three key things to remember?
3. What are at least three things to notice when watching for shoplifters?
4. What is the best thing an employee can do to discourage a potential shoplifter?
5. Briefly explain your store's policy regarding shoplifting.
6. Why are drugstores and pharmacies more vulnerable to theft than other stores?
7. Briefly describe how pharmacists regulate controlled substances.



PART II

Gaining Product Knowledge



4

How Prescription Drugs Are Dispensed

Objectives: After completing this assignment, you will be able to—

- describe how a pharmacy is organized;
- explain the pharmacist's duties;
- list the four main duties of a pharmacy technician; and
- explain how to handle new and refill prescriptions.

The typical pharmacy has a small staff consisting of one or two pharmacists and a pharmacy technician. Although dispensing prescription drugs is primarily the responsibility of the pharmacist, the pharmacy technician's assistance is usually required.

The Organization of a Pharmacy

Most pharmacies, whether of the neighborhood variety, chain type, or in supermarkets, are organized in the same way. The area where the pharmacists **dispense**, or prepare and distribute, the prescriptions and where the drugs are stored is usually set higher than the rest of the store. The pharmacy technician usually works in front of the raised area on the same level as the rest of the store. Specific tasks are assigned to both the pharmacist and the pharmacy technician.

The Role of the Pharmacist

Some of the duties in the pharmacy are done only by the pharmacist, as required by law. Only a pharmacist can take an order for a new **prescription** or a change in a refill prescription. The pharmacist must also label the bottle that will contain the customer's prescription before the pharmacy technician can dispense the prescription. The pharmacist is also responsible for keeping inventory of all the drugs in the pharmacy and ordering them when necessary.

The Role of the Pharmacy Technician

With a small staff, the role of the pharmacy technician becomes very important. The four main duties of the pharmacy technician are:

- Answering the telephone
- Processing refill orders
- Handling sales transactions
- Dealing with customers by phone and in person

Because the pharmacy technician deals directly with customers, a friendly smile and good attitude are required. Some pharmacists make it a rule to know the customer by name, at least by the third visit. It's also a good idea to learn to recognize voices over the phone. These two methods of customer service not only make the customer feel important, but also build loyalty to the pharmacy.

Filling New Prescriptions

New prescriptions can be ordered by telephone, or the customer can bring a written prescription to the

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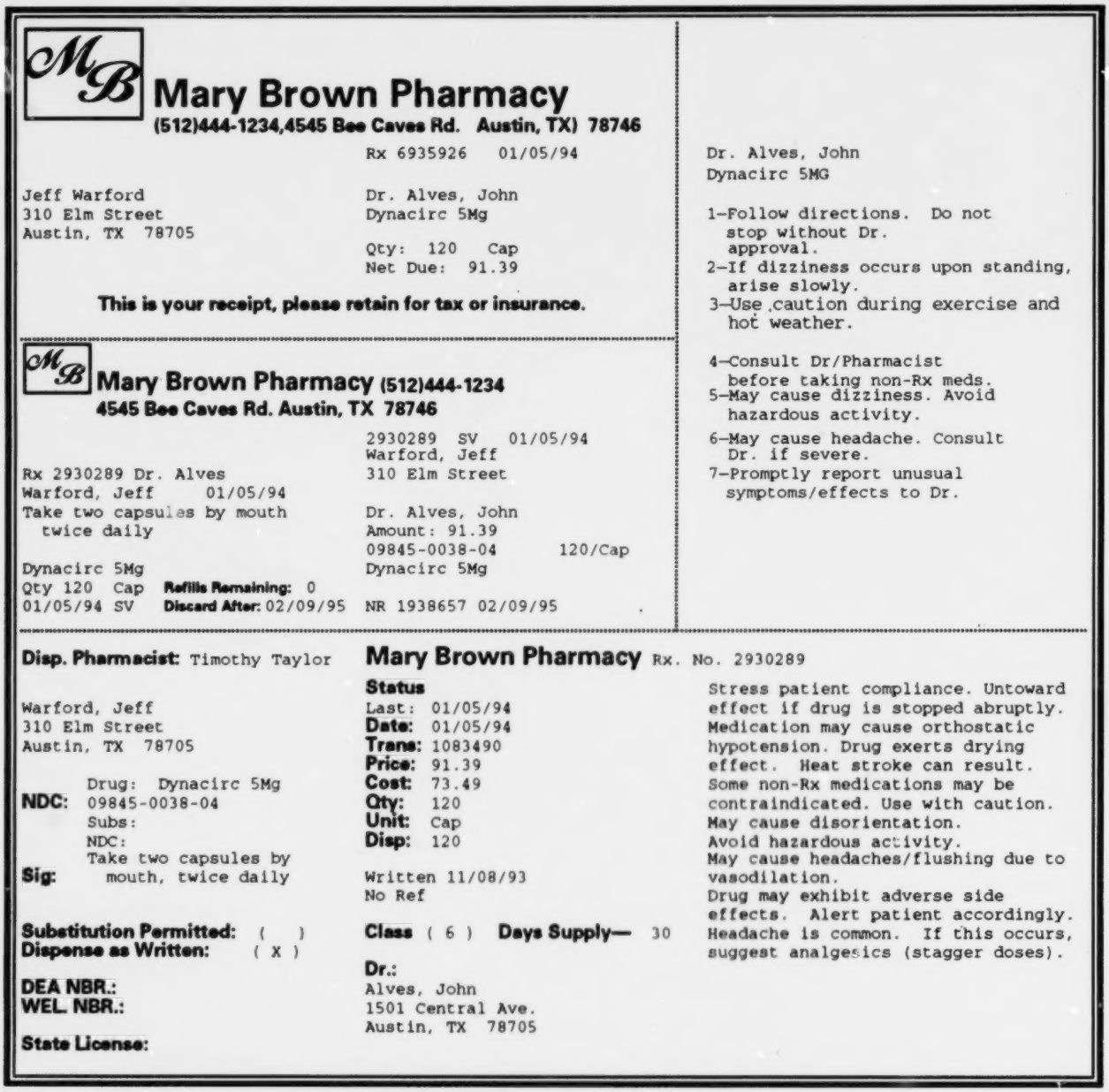

Mary Brown Pharmacy
(512)444-1234,4545 Bee Caves Rd. Austin, TX) 78746

Rx 6935926 01/05/94

Jeff Warford
310 Elm Street
Austin, TX 78705

Dr. Alves, John
Dynacirc 5Mg

Qty: 120 Cap
Net Due: 91.39

This is your receipt, please retain for tax or insurance.

Dr. Alves, John
Dynacirc 5MG

1–Follow directions. Do not stop without Dr. approval.
2–If dizziness occurs upon standing, arise slowly.
3–Use caution during exercise and hot weather.
4–Consult Dr/Pharmacist before taking non-Rx meds.
5–May cause dizziness. Avoid hazardous activity.
6–May cause headache. Consult Dr. if severe.
7–Promptly report unusual symptoms/effects to Dr.

Mary Brown Pharmacy (512)444-1234
4545 Bee Caves Rd. Austin, TX 78746

Rx 2930289 Dr. Alves
Warford, Jeff 01/05/94
Take two capsules by mouth twice daily

Dynacirc 5Mg
Qty 120 Cap **Refills Remaining:** 0
01/05/94 SV **Discard After:** 02/09/95

2930289 SV 01/05/94
Warford, Jeff
310 Elm Street

Dr. Alves, John
Amount: 91.39
09845-0038-04 120/Cap
Dynacirc 5Mg
NR 1938657 02/09/95

Disp. Pharmacist: Timothy Taylor

Warford, Jeff
310 Elm Street
Austin, TX 78705

Drug: Dynacirc 5Mg
NDC: 09845-0038-04
Subs:
NDC:
Sig: Take two capsules by mouth, twice daily

Substitution Permitted: ( )
Dispense as Written: (X)

DEA NBR.:
WEL. NBR.:

State License:

Mary Brown Pharmacy Rx. No. 2930289

Status
Last: 01/05/94
Date: 01/05/94
Trans: 1083490
Price: 91.39
Cost: 73.49
Qty: 120
Unit: Cap
Disp: 120

Written 11/08/93
No Ref

Class (6) **Days Supply—** 30

Dr.:
Alves, John
1501 Central Ave.
Austin, TX 78705

Stress patient compliance. Untoward effect if drug is stopped abruptly. Medication may cause orthostatic hypotension. Drug exerts drying effect. Heat stroke can result. Some non-Rx medications may be contraindicated. Use with caution. May cause disorientation. Avoid hazardous activity. May cause headaches/flushing due to vasodilation. Drug may exhibit adverse side effects. Alert patient accordingly. Headache is common. If this occurs, suggest analgesics (stagger doses).

Computers generate a perforated medication label, a receipt, patient counseling information, and a pharmacy record for each prescription.

pharmacy. Only a pharmacist can take an order for a prescription over the telephone. Most pharmacies have two phone lines, one for customers and one for physicians' offices. When the pharmacy technician answers the phone line designated for physicians, he or she asks for the name of the person calling and gives the phone to the pharmacist with the name of the person who is calling.

Once the pharmacist takes the order, the pharmacy technician will usually be given the task of getting the prescription ready for dispensing. Under Texas law, it is legal for a pharmacy technician to type the order into the computer, remove the drug from the shelf, count the drug, and place it in the bottle. The pharmacist must check the pharmacy technician's work and actually place

Key Information Needed to Fill a Prescription

- Name of the physician
- Physician's address and phone number
- Name, address, and phone number of the patient
- Type of drug needed
- Dosage prescribed
- Quantity of the drug to be dispensed
- Directions for taking the drug
- Number of times the prescription can be refilled

the label with all the patient and drug information on the bottle.

When a customer brings in a written prescription to the pharmacy, the pharmacy technician can begin filling the order. Refer to *Working in Pharmacies*, unit 5, for a description of the parts of a prescription and the Latin terms found on some written prescriptions. Many times the prescription may be hard to read because the doctor must write it by hand. It will take practice to learn to read prescriptions.

When a customer brings in the prescription, ask if he/she has insurance and to see the insurance card. Also make sure to get the customer's date of birth. Sometimes a **generic drug** will be available. It's a good idea to ask the customer if the physician said the prescription could be filled with a generic drug. Generic drugs must meet the same stringent testing as brand-name drugs but can be much less expensive.

6935926
1081578
SIMPJOH1 SIMPSON, JOHN 4325 MAIN STREET
DYNA5 DYNACIRC 5MG SAND 06/12/1941
120 Use Brand-Print Brand Rx Totals 33 2097.66
120
2BID TAKE TWO CAPSULES BY MOUTH
30 TWICE DAILY
2 0 2
JONE1 JONES, LESLIE 399-0109
as Written 1 Lot:211946 MFG:SAND
0 18N Brand: Card: Drg: 74.58 63.70 100
N SUBS: Write: 11/08/93
Cost: RxExp: 11/08/94
Profit: First: 11/08/93
1 Copay: Stop: 11/08/94 N/H: UO:
Disc: Last: 01/05/94 HOA: Auth:
91.39 Net: Drug: Cyc: N RPh: MB

An example of a computer screen showing a prescription order

It is now required by law that the pharmacist counsel the customer on the possible **side effects** of the drug and potential harmful **drug interactions** (reactions to any over-the-counter medications the customer may already be taking). Once the pharmacist talks with the customer, the pharmacy technician can dispense the drug.

Refilling Prescriptions

A pharmacy technician can take an order for a prescription refill over the phone. However, if the refill changes in any way, the pharmacist must take the refill order. When the customer orders the refill over the phone, make sure to get the Rx, or prescription, number, the customer's name, type of drug and quantity,

Steps in Filling a Prescription

1. Type the prescription information into the computer. Sometimes a drug interaction warning may come up on the screen. If this occurs, the pharmacist must override the warning.
2. Get the pharmacist to check the prescription before the label is printed.
3. Print the label.
4. Remove the drug from the shelf.
5. Count the amount of drug needed.
6. Place the drug in an unlabeled bottle.
7. Have the pharmacist check the prescription label and the dosage once again. The pharmacist will then place the label on the bottle along with any **auxiliary labels** needed.

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and the last refill date. If there is no refill date, the technician must call the doctor to get confirmation that the prescription can be refilled.

Sometimes customers will not have all the information that the technician needs to refill the prescription. If this occurs, look up the customer's name on the computer for the prescription information. Then follow the same steps as if the prescription were new.

Refer to *Working in Pharmacies*, unit 5, for other types of prescription orders.

Summary

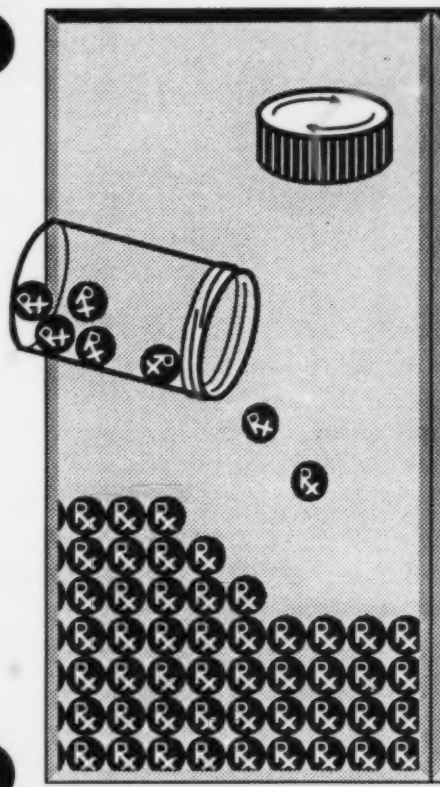
The pharmacy technician plays an important role in the operations of the pharmacy. The duties assigned to the technician often require learning about the types of drugs prescribed and how to actually fill a prescription. The main job of the pharmacy technician is customer service. The technician acts as "middleman" between the customer and the pharmacist. It's important to remember that most of the people who come into the pharmacy are sick. They don't feel good, have just spent several hours in a doctor's office, and just want to go home. The technician's smiling face and fast service can help make the customer's day a little brighter.

Words to Remember

auxiliary labels—usually orange, these warning labels give the patient information such as "Must take with food," "Don't take with alcohol," "Stay out of the sun," etc.
dispense—to prepare and distribute the prescribed medication to the patient
drug interaction—unwanted or unsafe reactions that occur when a prescription drug is taken in combination with other prescription drugs, over-the-counter drugs, certain types of food, or alcohol
generic drug—a drug that is not trademarked and yet must meet the same stringent tests as the original brand-name drug
prescription—written or verbal order for medication
side effects—adverse reactions a body might have to a drug taken to treat specific symptoms

Checking for Understanding

1. Describe how a pharmacy is organized.
2. What are the basic duties of the pharmacist?
3. List the four main duties of the pharmacy technician. Which one do you consider most important, and why?
4. What are the two ways pharmacies receive new prescription orders? When can the pharmacy technician fill a new prescription?
5. What steps does the pharmacy technician perform to fill a prescription?
6. Briefly describe how the pharmacy technician completes an order for a prescription refill.
7. Give an example of how a pharmacy technician demonstrates good customer service.



5

Nonprescription Drugs

Objectives: After completing this assignment, you will be able to—

- tell why over-the-counter (OTC) drugs are important to drugstores and pharmacies;
- discuss when to offer customers advice on the types of OTC drugs to use and when to refer them to a pharmacist;
- list the six types of nonprescription drugs;
- describe the common uses of OTC drugs; and
- explain how OTC drugs are advertised.

In today's market, prescription drugs are no longer the chief source of profits for a drugstore or pharmacy. The costs of prescription drugs are regulated primarily by insurance companies and drug manufacturers. Pharmacies and drugstores have turned to **nonprescription drugs** as the mainstay of customer sales. Over-the-counter, or OTC, drugs and beauty aids usually have a higher markup than most other products and have quickly become the major source of profits for the typical drugstore.

Self-Medication

The main reason most people visit the pharmacy or drugstore is to buy OTC drugs. For centuries, people have been treating their minor health problems without the advice of a physician, and the trend toward self-medication is increasing. Americans spend up to $9 billion annually on nonprescription drugs.

Your Role in Selling Nonprescription Drugs

Most people coming into the drugstore to buy nonprescription drugs know what they want to buy. But it's important that you know the basic kinds of OTC medications to be able to refer a customer to the proper product. Nonprescription drugs are divided into six basic types:

- Analgesics
- Antacids
- Laxatives
- Antihistamines
- Decongestants
- Vitamins and minerals

You should be aware of what each of these drugs does to the body in order to point the customer in the right direction. It is required by law that all nonprescription drugs be labeled with the dosage instructions, ingredients, type of symptoms that are treated, cautions, and possible side effects. The customer can usually get the information needed from the package once you have pointed out the proper medications. However, if you are not sure what to recommend to the customer, always refer the customer to the pharmacist.

The Uses of Over-the-Counter Drugs

The six types of OTC drugs are used for specific purposes. Some of them are combined to give added relief for certain symptoms.

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Some Common Brands of Analgesics

Aspirin
Bayer
Bufferin
Ecotrin

Acetaminophen
Anacin-3
Datril
Panadol
Tylenol

Ibuprofen
Advil
Medipren
Motrin

Analgesics are used to relieve pain and sometimes fever and inflammation. The most common use of analgesics is to reduce headache pain. *Aspirin* is the most common type of analgesic and can give relief for headaches, muscle aches, and fever. Aspirin can cause stomach upset in some people. *Acetaminophen* is also an analgesic and is used mainly for reducing fever and pain. Acetaminophen is the safest analgesic. If aspirin upsets a customer's stomach, suggest an acetaminophen product, such as Tylenol. *Ibuprofen* is used as an **anti-inflammatory**. It helps relieve muscle pain and stress. Many women use ibuprofen to relieve the discomfort associated with menstruation.

As with any medication, the customer needs to be aware of potential side effects and determine the risk of using analgesics. See *Working in Pharmacies*, unit 19, for side effects of aspirin and acetaminophen.

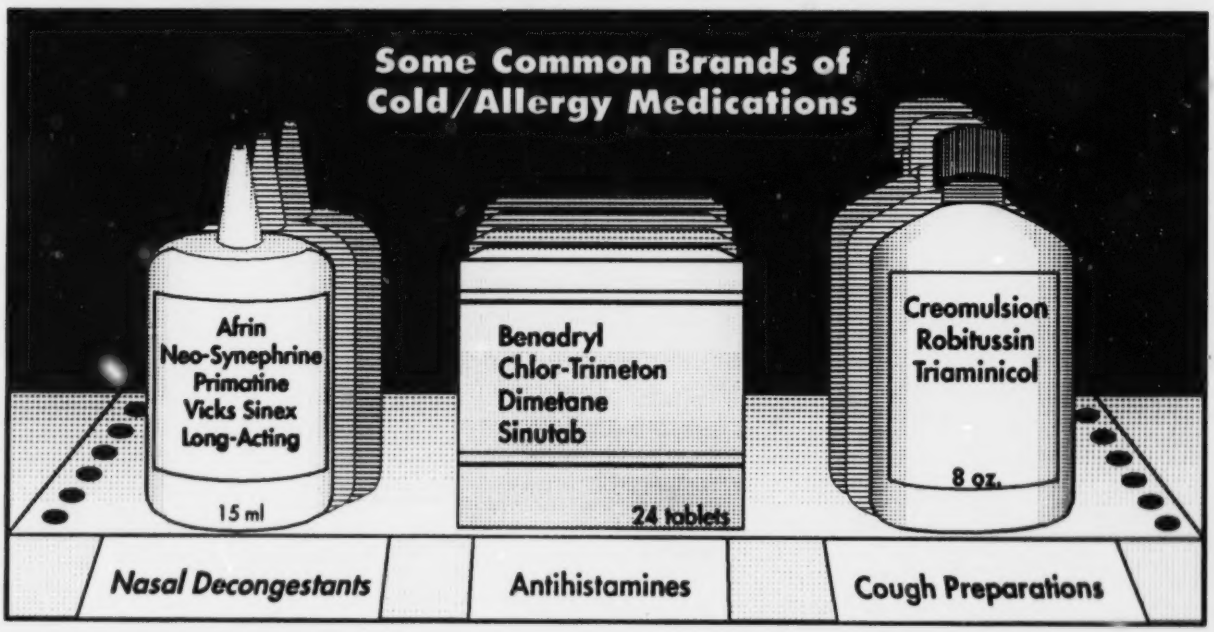
Antacids are used to treat upset stomach, heartburn, sour stomach, acid indigestion, and other symptoms of gastrointestinal distress. The main use of antacids is to reduce or neutralize acid in the stomach. The two most popular forms of antacid are sodium bicarbonate and calcium carbonate. More than 500 brands of antacids are available, and it's best to let the customer make the decision on which antacid to buy. If the customer has any questions about which antacid to use, refer him or her to the pharmacist.

Some Common Brands of Antacids and Laxatives

Antacid
Maalox
Rolaids
Tums

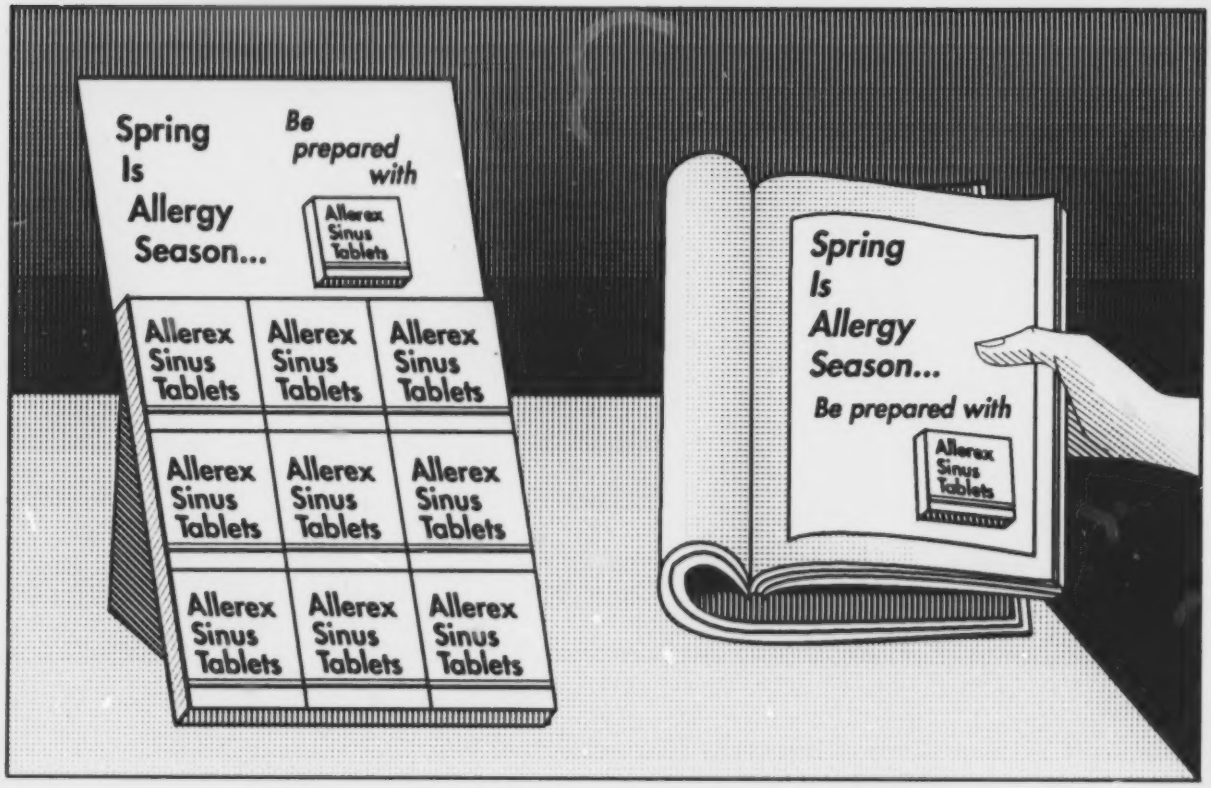
Laxative
Dulcolax
Ex-Lax
Metamucil
Phillip's Milk of Magnesia

Laxatives relieve constipation and ease the pain during bowel movements. Laxatives vary in strength and can be habit-forming. Again, let the customer choose the laxative, or refer him or her to the pharmacist. Consult *Working in Pharmacies*, unit 18, for information on antacids and laxatives.



Vitamins a Body Needs

Vitamin	Adult RDA	What It Does	Good Food Sources
A	5,000 IU	Essential for healthy skin, eyes, and hair; adequate vision in dim light	Milk, butter or margarine, liver, green leafy and yellow vegetables
B-1 Thiamine	1.5 mg	Essential for proper use of carbohydrates; coenzyme for energy-releasing reactions in the body	Enriched cereals and bread, fish, lean meat, liver, pork, poultry, whole-grain cereals, fruits, nuts
B-2 Riboflavin	1.2 to 1.7 mg	Necessary for healthy skin and building and maintaining body tissues	Eggs, enriched cereals and bread, leafy green vegetables, lean meats
B-3 Niacin	12 to 20 mg	Converts food to energy; aids normal nervous system functions	Lean meats, liver, enriched bread, eggs
B-6 Pyridoxine	1.8 2.2 mg	Coenzyme for amino acids and fats; permits normal red blood cell formation	Wheat germ, vegetables, meat, whole-grain cereals
B-12 Cyanoco-balamin	3 to 6 mcg	Coenzyme in synthesis of materials for the nucleus of all cells; helps prevent certain kinds of anemia	Liver, kidney, milk, saltwater fish, oysters, lean meat
C	60 mg	Essential for normal teeth, bones, and blood vessels	Citrus fruits, berries, tomatoes, cabbage, cantaloupe
D	400 IU	Necessary for healthy teeth and bones; promotes normal use of calcium and phosphorus	Fortified milk, salmon, tuna
E	12 to 15 IU	Essential for normal muscle, red blood cell, and other tissue growth; integrity of red blood cells	Vegetable oils, whole-grain cereals, leafy vegetables, rice
K	2 to 5 mg	Maintains normal blood clotting	Fats, oats, wheat, rye
Folic acid	400 mcg	Aids in cell formation, especially red blood cells	Leafy green vegetables, meats



Advertisements for nonprescription drugs work with in-store displays.

Antihistamines relieve hay fever and allergy symptoms. When people come into contact with an allergen, the body releases **histamine**, which sometimes causes sneezing, watery or itchy eyes, and nasal discharge. Antihistamines block the release of histamine. See *Working in Pharmacies*, unit 20, for more information on antihistamines.

Minerals and How the Body Uses Them

calcium—essential in the formation and repair of bones and teeth
copper—essential in the storage and release of iron to form hemoglobin in red blood cells
iodine—essential in the function of the thyroid gland and its production of hormones used for regulating the metabolism
iron—essential in producing red blood cells
magnesium—essential for strong bones, teeth, and soft tissues
phosphorus—essential in building and maintaining bones in conjunction with calcium; also helps release energy and contracts muscles
potassium—essential to maintain electrolyte balance and body fluids; works with sodium
zinc—essential for normal skeletal growth and tissue repair

Decongestants reduce swelling, particularly of the nasal passages, and are usually combined with antihistamines to relieve allergy symptoms. Nasal decongestants differ mainly in the length of duration. Both antihistamines and decongestants can be used to relieve the symptoms of the common cold. They do not cure a cold, but rather give a person temporary relief from the cold's effects while the cold runs its course. Nasal decongestants and cough decongestants are recommended for cold relief. If you're not sure what to recommend for a cold, refer the customer to the pharmacist. See *Working in Pharmacies*, unit 20, for more information on decongestants.

Vitamins and minerals are essential for normal body activity

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Words to Remember

analgesic—a medication that relieves pain; can also be used to reduce fever and inflammation
antacid—an agent that reduces or neutralizes acidity, especially in the digestive tract
antihistamine—a drug that blocks the action of histamine at the histamine-receptor sites
anti-inflammatory—a drug that reduces inflammation of the body tissues (Anti-inflammatories are usually analgesic drugs.)
decongestant—an agent that reduces swelling, especially in nasal passages
histamine—a chemical found in body tissue; usually becomes active when cells are damaged
minerals—inorganic substances essential for the formation, growth, and regulation of body functions
nonprescription drugs—medications sold without prescriptions; used for self-medication and commonly called over-the-counter (OTC) drugs
vitamins—organic substances essential for metabolism, development, and growth of the body

and can usually be obtained in a well-balanced diet. Deficiencies can be compensated for by taking vitamin and mineral supplements. Taking a multivitamin every day usually supplies the recommended amount of vitamins and minerals the body needs.

A healthy diet that includes fruit, vegetables, and grains can give the body the minerals it needs. Some meats and dairy products also provide the needed minerals. See *Working in Pharmacies*, unit 21, for more information on vitamins and minerals.

Promoting Nonprescription Drugs

Two general types of advertisements are used to promote the sale of nonprescription drugs—institutional and promotional. Institutional advertisements are designed to promote the drug manufacturer itself, without regard to specific products. Institutional advertisements, such as those highlighting the manufacturer's safety precautions and reputation, have long-term, rather than immediate, effects and benefits.

On the other hand, promotional advertisements are designed to produce an immediate effect: increased sales of a particular product. This kind of advertising is meant to generate more sales by increasing traffic into the store and encourage buying through the use of coupons, special prices, or other techniques.

In addition, nonprescription drug manufacturers provide point-of-purchase display materials that promote their products. These materials range from full-color, freestanding displays designed to hold the actual products, to signs that hang from the store ceiling, to small shelf tags.

Because nonprescription drugs enjoy a high turnover and high sales volume, you might think that advertising isn't always necessary. However, many new products are developed and marketed each year. Some will sell well over a number of years, while others will enjoy only a brief period of sales. The nonprescription drug industry must expect that some products will become successful and others will be "losers." Advertising can make the difference.

Remember that the purpose of an advertisement is to encourage the customer to purchase the advertised product. The advertisement may or may not describe the effectiveness of the product and cannot assure that its use will alleviate or improve any condition, even though this may be specifically stated on the package or label. Responsibility for the quality and stated benefits of the product belongs to the drug manufacturer—not to the pharmacy technician, drugstore sales clerk, or retailer.

Summary

Over-the-counter drugs are the biggest source of revenue for pharmacies and drugstores. Americans spend more than $1 billion a year just on cold and allergy medications. Advertising of OTC products by the manufacturer is also big business. You and the customer should not use an advertisement to determine the effectiveness of a drug. When customers have questions about an advertised product, refer them to the pharmacist. Also remember that OTC drugs do not cure symptoms; they only relieve them.

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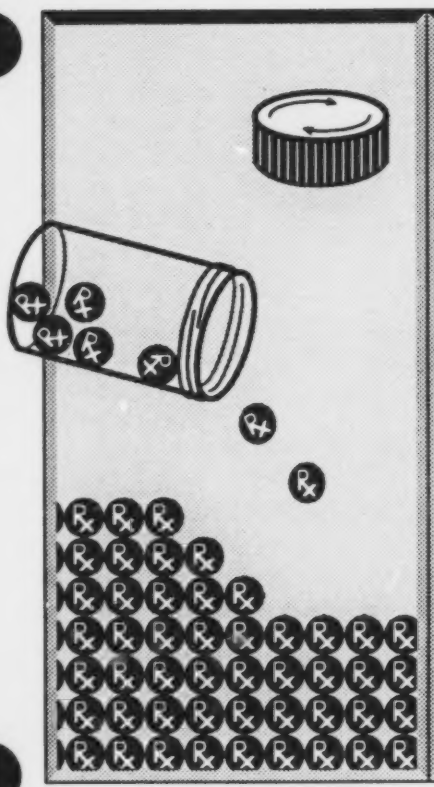
CHECKING FOR UNDERSTANDING

1. Why do drugstores and pharmacies rely on over-the-counter drugs as their major source of revenue?
2. What are the six types of nonprescription drugs, and what do they do?
3. Should you recommend certain types of over-the-counter drugs to customers? Why or why not?
4. What should you do when a customer asks you what kind of medication to use?
5. Why should you not use an advertisement to determine the effectiveness of a drug?



6

Photos: Print Processing, Supplies, and Cameras

Objectives: After completing this assignment, you will be able to—

- explain how a photo department is organized;
- list the three kinds of cameras sold at drugstore photo departments;
- tell how suggestion selling might be used in the photo department;
- list several kinds of supplies stocked in a photo department; and
- describe how most drugstores process film.

Photo departments in drugstores and pharmacies account for more than 50 percent of the still and video film sales in the country and almost 45 percent of photo finishing volume. Some drugstores turn a high profit on photo finishing alone. Another growing market for drugstores and pharmacies is video. Most stores now sell blank videotapes as well as tapes of commercially produced movies.

The photo department usually consists of one or more of the following areas:

- Camera equipment
- Photo and camera supplies
- Photo processing

Camera Equipment

Most drugstores and pharmacies stock three types of cameras: the instant-load camera, the Polaroid camera, and the disposable camera. Film used in an **instant-load camera** must be sent to a developer for processing. **Polaroid** film is developed within the camera, giving the user an immediate photograph. Most stores now also carry **disposable cameras**, which are used only once. The whole camera is then sent in for processing. Disposable cameras are placed in the front near the cash register and in the sections for vacation and weekend supplies. Holiday displays are also a good area to place disposable cameras.

The photo department will usually be located in a high-traffic area, either in the front of the store or near the pharmacy. The cameras are displayed in a case, but most of the department is designed to be self-service.

When a customer is interested in looking at camera equipment, remember to use your customer service skills. Ask if you can be of any service, and answer the customer's questions. The best way to sell the camera equipment is to know what the equipment does. People appreciate and respect a knowledgeable salesperson. The manufacturer usually supplies information about the cameras. Read over these brochures to become familiar with the differences among all the cameras offered in the store.

Once you know the most important aspects of the cameras offered for sale and the photographic terms used to describe cameras and photography, you can give informed answers to the customer and use personal selling techniques. Phrases like "This camera is easy to load" and "This camera has an automatic

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Words to Remember

disposable camera—a camera that comes loaded with film for one-time use (The entire camera is returned for film processing.)
instant-load camera—a camera that requires the film be sent to a developer for processing, such as 35mm and 110 cameras
kiosk—a self-service booth in the front of a drugstore where customers place their film for developing
Polaroid—a camera that develops the film as soon as the picture is taken
suggestion selling—recommending a product that can be used along with the item being purchased

flash" are important. They not only give the customer important information about the camera, but also tell how easy the camera is to use. If you don't know the answer to a customer's question, ask another salesperson or the manager.

Once the customer agrees to buy the camera, you can use **suggestion selling** techniques. By suggesting some camera supplies that customers might need (e.g., "Would you like to get some film for your new camera?") or asking if they need a camera case to protect the equipment, you show a personal interest in the customer and make additional sales for the store.

Photo and Camera Supplies

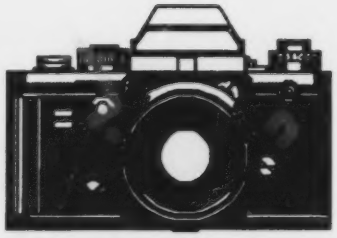
The most important camera supply, and certainly the biggest seller, is film. The drugstore will place film at the camera display, the photo processing kiosk, and in the weekend and vacation sections. Some other supplies that might be offered are camera lenses and cases and photo albums. Some cameras may also still use flashbulbs.

Photo Processing

The most lucrative part of a drugstore's photo department is photo processing. In the neighborhood pharmacy or chain drugstore, photo processing is self-service. Most stores will have a photo **kiosk** in the front of the store where customers can leave their film. The self-service kiosk provides the supplies needed to send the film off for processing.

To be competitive, drugstores offer one- or two-day photo processing, enlargements, slides, and reprints. Many times, free double prints are offered to encourage customers to bring their film to a neighborhood pharmacy or chain drugstore. Some chain drugstores and supermarkets place coupons redeemable for up to 50 percent off

Common Photographic Terms You Should Know



automatic camera—one with a built-in meter to give the film proper exposure
enlargement—a print that is larger than the original negative
film speed—the relative sensitivity of a given film to light (Film speed is shown by a number—for example, 100, 200, or 400. The higher the number, the faster the film.)
negative—the developed film that contains a negative image of the original image (Negatives are used to make prints.)
overexposure—a condition in which too much light reaches the film, resulting in a very dark negative or a washed-out print or slide
telephoto lens—one that makes the subject appear larger or closer to the camera
underexposure—a condition in which too little light reaches the film, resulting in a very dark slide, a light negative, or a dark print
wide-angle lens—one that includes more areas in the picture than a normal or telephoto lens
zoom lens—one that can be adjusted to normal, telephoto, and wide-angle positions

Self-service photo kiosks are used in drugstores and supermarkets.

the regular price of photo processing in their weekly newspaper advertisements or circulars. Some supermarkets have a photo processing center on the premises and usually offer one-hour photo processing.

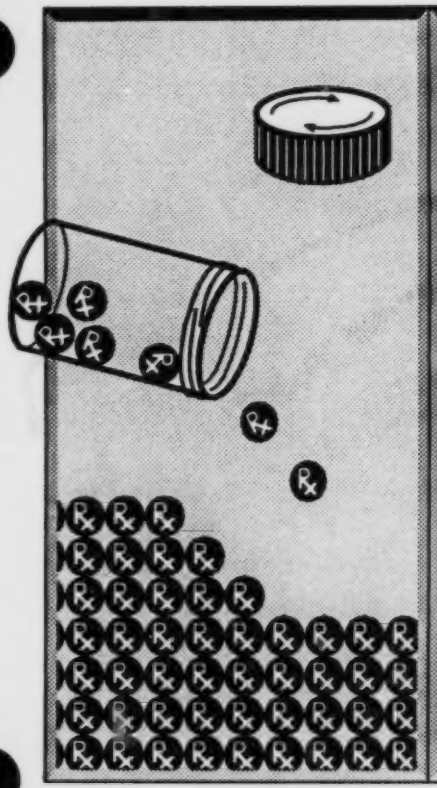
Because the photo processing section is basically self-service, you will have contact with the customer only on two kinds of occasions—when you call to let the customer know the photos are ready and when the customer comes to pick up the photos. Some suggestion selling techniques you can use are to remind customers that they may order reprints and to ask if they need to purchase more film.

Summary

The photo and camera department is a major source of revenue for drugstores and pharmacies. The best ways to help keep the department successful are to learn about the equipment offered for sale and to use suggestion selling techniques to encourage the customer to purchase other camera supplies, such as film. Always be courteous, friendly, and knowledgeable when helping a customer.

Checking for Understanding

1. Why are photo departments an important part of drugstore and pharmacy sales?
2. Where are some good areas in the store to place cameras and camera supplies?
3. How can you use suggestion selling with your other customer service skills?
4. How can you use suggestion selling with customers who use the self-service photo processing kiosk?



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Increasing Your Product Knowledge

Objectives: After completing this assignment, you will be able to—

- explain the difference between a product's features and its benefits;
- create a sales story;
- list the nine selling points of a product; and
- tell where to get merchandise information.

Keeping up with today's over-the-counter drugs can be a daunting task. Customers will ask about all kinds of products, from foot powder to nasal decongestants. A well-informed drugstore clerk or pharmacy technician can help steer a customer's decision and make the customer feel important. Most customers know about products through reading and advertisements. It's important for you to keep up with the newest brands being advertised and know why the product was developed and made. Knowing about the product helps you sell it.

Features and Benefits

When a customer asks you a question or requests a recommendation of a product, you need to know two things—the product's features and the product's benefits. For example, lip balm consists of petroleum jelly and other ingredients, a **feature**. Features are the actual physical characteristics and ingredients that make up a product. Lip balm also soothes your lips and stops them from stinging and itching, a **benefit**. Benefits show how a product's ingredients and physical characteristics can help satisfy a customer's needs.

Always keep in mind what the customer is looking for and how a particular product can fulfill the customer's needs. Understanding a product's features and benefits can help you give selling points to the customer and create a **sales story**.

The Sales Story

In the sales story you tell the customer the features of a product and why the features can benefit him or her. For example, a customer may want to know the difference between cosmetic puffs and cotton puffs. Usually cotton puffs are more expensive, and there doesn't seem to be much difference between the two kinds. You wouldn't want to say, "Well, the cotton puffs are made out of cotton." The customer knows that and might think, "So what?"

Instead, what you should do is create a sales story: "These cotton puffs are made out of pure cotton and are softer to the skin. They absorb better and don't pull and tug on your skin like the synthetic cosmetic puffs. The cotton puffs are also less likely to come apart and leave bits and pieces on whatever it is you might be cleaning." You have just given the customer several commonsense reasons for buying the cotton puffs by turning the cotton puffs' features into benefits—*personal* benefits that can satisfy the customer's own needs.

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Product Feature-Benefit Analysis

Item: Cotton Puffs

Features	Benefits
What the product (or service) is, has, or does (features belonging to the item itself)	*What the product (or service) gives to or does for the customer*
• 100% cotton	• Softer to skin, don't pull and tug the skin
• More durable	• Absorb better
	• Don't come apart

Selling Points

A product's **selling points** are facts about a product that help the customer decide what to buy. The final decision to buy a product revolves around the customer's **needs satisfaction**. Selling points help the drugstore clerk give the customer information about how a product can satisfy the customer's needs and include:

- Suitability
- Durability
- Versatility
- Style and fashion
- Comfort
- Pride of possession
- Price
- Safety and health
- Service, care, and guarantees

You can learn more about some products by talking with your local vendor.

Suitability refers to how well a product works for a particular purpose. You can get this information straight from the package. A cough syrup will help relieve a cough, soothe a sore throat, and clear up the nasal passages. These are selling points on the product's suitability.

Durability refers to the product's expected life. When selling tools, appliances, medical equipment, or housewares, tell about features such as construction, materials, and how long the particular product should last.

Versatility refers to the different ways a product can be used. For example, candles can be used for light, entertaining, air fresheners, or decoration.

Style and fashion are selling points used primarily for fashion merchandise, like jewelry or cosmetics. Show the customer that the product, such as a certain shade of eye shadow, is attractive, and why it would be especially attractive on that customer.

Comfort is a major selling point in a drugstore. Products that give relief from discomfort and pain make up the majority of items sold at a drugstore. The drugstore clerk or pharmacy technician should know how the products help relieve discomfort.

Pride of possession can be a big motive for a person to buy a product. High-ticket items such as cameras are perfect examples. In these instances, stress the brand name and prestige of owning the item as major selling points.

Price is also a motivating factor in a customer's decision. Once a customer is interested in an item for its other selling points, such as suitability or comfort, the price can be used to close the sale. Price can also be used as a selling point when the cost is broken down to a per-day or per-month basis.

Safety and health factors are selling points for medicines and all medical supplies. Check the labels and manufacturer inserts for information about safety.

Service, care, and guarantees are important for all mechanical and electrical products. Make sure to tell the customer about warranties and how to return faulty merchandise.

Gaining Product Knowledge

You can increase your knowledge of the products sold at the store in several ways:

- Read the package inserts.
- If the merchandise is stocked by the vendor, talk to the person who stocks your store.
- Talk to the pharmacist about over-the-counter drugs and what he or she recommends.
- Pay attention to radio, TV, and print ads to keep up with new products being introduced.
- Read wholesale catalogs and trade journals that the pharmacist might receive.

Summary

Your knowledge of the products sold at the drugstore can help customers make a decision to buy. Your attention and advice to a customer can also build loyalty to the store and perhaps bring the person back for another purchase. You can combine your customer service techniques with your knowledge of a product's features, benefits, and selling points to create a casual and relaxed atmosphere in which customers feel comfortable in approaching you for information and will want to visit the store again.

Words to Remember

benefits—how a product's ingredients and physical characteristics can help satisfy a customer's needs
features—the actual physical characteristics and ingredients that make up a product
needs satisfaction—the reasons why a customer chooses a product
sales story—telling a customer how a product's features can benefit the customer
selling points—statements or facts about a product that help a customer decide to buy the item

Checking for Understanding

1. What is the difference between an item's features and its benefits?
2. How can a sales story use features and benefits to convince a customer to buy a product?
3. Why would you not want to use price first as a selling point?
4. How can you find out what a customer's needs are?
5. List at least three sources of merchandise information.

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PART III

Applying Marketing Concepts

8

Personal Selling and the Sales Transaction

Objectives: After completing this assignment, you will be able to—

- explain the importance of using your customer service techniques when selling a product;
- list the five steps of personal selling;
- describe the three types of approaches used during personal selling;
- list the five steps of self-service selling; and
- tell why it is important to know the products sold in your store and how that knowledge can help you become a more successful salesperson.

The customer service techniques you have learned are the basic ingredients you need to become a successful salesperson. Your attitude and appearance are important factors in making the customer feel comfortable in asking you for help and in taking your advice about a product.

Customer Service

Usually, the only person with whom a customer comes into contact at the drugstore or pharmacy is the salesperson or cashier. Knowing the right way to sell a product can increase not only your confidence level, but store profits as well. In traditional or small stores in particular, the personal touch can make a significant difference. As the salesperson, you are the host or hostess who makes the customer feel at home. Acknowledge all customers with a "Hello, how are you?" or if you're busy with someone else, a smile can work wonders. Selling a product works best on a one-to-one basis, and as the salesperson, you need to remain professional and considerate of a customer's needs at all times.

Selling occurs every day. It is a necessary part of the process of distributing goods and services to people. Why not let the store that you work for provide those goods and services? To sell successfully and to encourage repeat customers, you must see the customer's point of view. You must find out the customer's wants and needs and always treat the customer in the way you would like to be treated. The two types of selling that occur in the drugstore and pharmacy are personal selling and self-service selling.

Personal Selling

Many customers who live in the area visit their neighborhood drugstores and pharmacies often. Although these customers are usually interested in convenience, they do expect the personal touch. Customers feel more important and comfortable in the store when you learn their names and give them your attention. Selling techniques can also be used to guard against **shoplifters**. Customers who know that the sales staff is attentive also know they will be observed if they try to shoplift. **Personal selling**, which involves working one-on-one with customers to sell products and services that meet their needs, consists of these five steps:

1. **Preapproach**. The preapproach should occur before the customer

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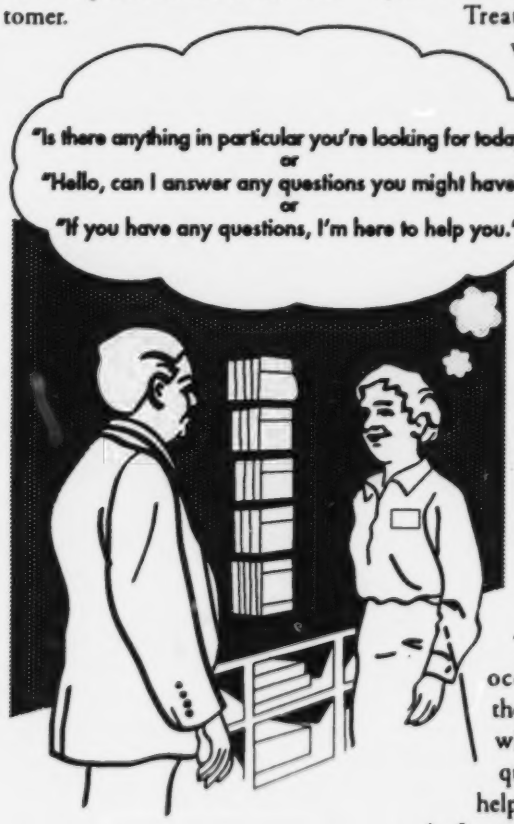
comes into the store. This is an educational step for you. Learn about the products your store offers, the store policies and services, and the locations of items in the store.

2. **Approach**. This step is sometimes referred to as the customer greeting. Treat customers as if they were your guests. Approach them promptly and with a smile. Keep in mind that the approach is the customer's first impression of you and the store. That's why you need to be sincere and confident. Keep in mind the following four goals to establish a good first impression with the customer.


"Is there anything in particular you're looking for today?"
or
"Hello, can I answer any questions you might have?"
or
"If you have any questions, I'm here to help you."

Some greetings you might use to approach a customer

- Establish a friendly, receptive atmosphere.
- Show that serving the customer is your top priority.
- Keep your confidence level up to instill the customer's trust.
- Focus attention on the product or service.

You can choose one of three types of approaches when initiating your personal selling techniques. In the *greeting approach*, you address the customer before he or she shows any interest in purchasing a product. Greet the customer with a "Good morning," for example. This type of approach works especially well if you know the customer's name. Treat customers as if they were visitors in your home, and remember that it is important not only to give a friendly greeting, but also to use open and confident body language. After you greet the customer, wait about four seconds to give the customer a chance to respond. Usually customers will tell you what they want in those important four seconds.

The *service approach* occurs when you show the customer that you are willing to help. However, questions such as "May I help you?" or "What can I do for you?" invite the customer to give you a quick "No" or "I'm just looking" answer. Better questions like "How can I help you?" or "Good morning, is someone serving you?" are more friendly and open-ended.

The *merchandise approach* makes use of your ability to observe a customer and address the customer with a comment about a particular item before he or she asks you for help. If you notice someone looking at the cameras, you might want to say, "That particular camera is very durable and is great for outdoor vacations."

The appropriateness of your approach usually relies on observing the customer before you say anything. A person looking at the price tag is probably interested in the price. Someone handling the product might want to know how well it is made. A more generalized approach can also be useful. Direct the customer to popular items, special values, or items with unusual appeal.

3. **Sales Presentation**. In the sales presentation, you begin to sell the product to the customer. In this step, determine exactly what the customer's needs are by asking questions. Let each customer know that you want to help. This is another chance to make the customer feel important. Once you have determined the customer's needs, you can present your sales story.

Three rules apply to the sales story. The rules, as described below, should remain flexible so that the story can change as you learn new information from the customer.

- *Describe the product, and get the customer involved.* Show the customer how the product is used. You might say, "Mrs. Jones, try this shade of

lipstick; the color is very popular this year." You have not only involved the customer with the product, but also increased the customer's interest.

- *Speak a common language.* Here's where your knowledge of a product's features and benefits comes in handy. Speak in a conversational tone, and discuss the product as if the customer already owned it. "This camera has an automatic flash, making it easier for you to take inside and outside pictures. It will also tell you if you are too close to an object to focus properly." Using the word *you* brings the customer into the sales story.
- *Lead the customer in a positive direction.* Never give the customer a chance to say "no." Your attitude must be positive when entering the third step of the sales story. Say something like "This small barbecue pit is easy to carry on a daytrip to the park and easy to put together, don't you think?" The customer will usually agree with a positive statement.

4. **Closing the Sale.** Closing the sale occurs when you believe that the customer's needs have been met and the customer has found the right product. There are several ways for the salesperson to conclude the purchase and close the sale:

   - Ask a direct question.
   - Present alternatives.
   - Suggest a definite decision.
   - Assume a decision.
   - Use a special price if there is one.
   - Use credit terms or special service.
   - Stress the guarantee or refund policy.
   - Warn about limited quantities.
   - Stress the appropriateness of the product for a holiday or season.

Once the sale is complete, continue using your customer service techniques. Remember to say "Thank you," and make sure to let the customer know that you will be available to help again.

5. **Suggestion Selling.** Suggestion selling is not high-pressure selling, nor is it selling customers things they don't need. As discussed in assignment 6, suggestion selling is the practice of selling a product that complements the product already being purchased by a customer. When you practice and are successful at suggestion selling, you help the store increase profits without increasing overhead expenses. Suggestion selling techniques include alternate selling, related selling, seasonal selling, selling new items, selling combination offers, trading up, multiple selling, selling larger sizes, and selling extras. Each of these techniques requires the use of common sense and knowing what the customer is looking for.

In *alternate selling,* a customer may be looking for a particular brand that the store does not carry, or that may be out of stock. When this is the case, offer another product that could take the place of the desired one. If the customer asks for Whitman's boxed chocolates and your store does not carry them, you can suggest another brand, such as Russell Stover.

When using the *related selling* technique, you can offer the customer an item that is usually sold with the original purchase. For example, if the customer is buying shampoo, you might want to suggest that the customer buy a bottle of conditioner to go with it.

Use *seasonal selling* when a customer is buying products for an event or perhaps a vacation. You could use this technique to sell suntan lotion in the summer or heating pads in the winter.

When you use the *selling new items* technique, stress what makes the product different or better. Many customers like being the first one to buy and use new products. People are always interested in the new items they see on television or in magazine advertisements.

Combination selling usually occurs in the form of "buy one, get one free." For example, you might say, "Have you seen our offer on bath soap? If you buy one package, you get the next package free." Phrase the question positively, and the customer will usually respond positively.

In *trading up,* you might show a customer two heating pads, one selling for $8.95 and the other for $6.95. You would stress the benefits and features of the more expensive heating pad, being careful not to put down the lower-priced heating pad. You do not want customers to feel badly if they prefer the cheaper product, because you could lose the sale altogether.

Words to Remember

approach—sometimes referred to as the customer greeting

closing the sale—occurs when the customer has decided that the product meets his/her needs and the salesperson then concludes the purchase

customer service—giving the customer prompt and courteous attention; being aware of customer needs and how you can satisfy them

personal selling—working one-on-one with customers to sell products and services that meet their needs

preapproach—an educational step that involves the salesperson learning about products, store policies and services, and the locations of items in the store

sales presentation—occurs when the salesperson determines the customer's needs by asking questions and then begins the selling process

self-service—displaying merchandise so that the customer can make a selection without the aid of a salesperson

selling—giving up property to another for money or for trade or giving personal service for money

shoplifter—one who poses as a customer to steal merchandise

Multiple selling and selling larger sizes are related. When using the *multiple selling* technique, you try to sell more than one of a particular product. For example, batteries are usually sold two to a package; you might want to suggest that the customer buy an extra package to make sure they have new batteries when the old ones lose their power. When *selling larger sizes,* stress the economical aspects. For example, if a customer is buying a 10-ounce size of detergent, you might say, "Mr. Wright, if your family uses a lot of this detergent, you might want to consider the larger size. You will save 45 cents and gain 4 ounces." When using this technique, you must be aware of the prices and whether they really do offer the customer a bargain.

Pharmacists usually work with you on the technique of selling extras. A prescription might call for a certain drug and a vaporizer. The pharmacist would then want you to mention to the customer that the store offers several varieties of vaporizers.

The selling process in self-service

Self-Service Selling

Even though a **self-service** store is geared toward displaying merchandise so that the customer can make a selection without the aid of a salesperson, customer service is still important. People who enjoy self-service usually like to make their own decisions. Follow these five basic principles when selling a product in a self-service atmosphere:

1. **Preapproach.** When using the preapproach, remember to leave self-service customers alone until they show that they need service. The merchandise sells itself in a self-service store. In the self-service preapproach, pass near the customer and make eye contact. If the customer does not speak or show that service is desired, move on.
2. **Observation.** Quietly and discreetly watch customers without making them aware of you. That way you are prepared when customers show they need help.
3. **Approach.** When you recognize that a customer needs help, approach and ask, "Did you find what you were looking for?" Avoid "May I help you?" If the customer is looking for a product on another aisle, point him or her in the right direction. Answer any questions the customer may have about the product.
4. **Making the sale.** When you have answered any questions the customer might have and you feel that you can sell related items, apply the personal selling rules discussed earlier.
5. **Departing.** After you have served the customer, do not close the sale as you would when using the personal selling techniques. Instead, give the customer the opportunity to look around the store and to continue shopping.

Summary

Besides learning the techniques involved in personal selling and self-service selling, it's also a good idea to know the services offered by the store, such as charge accounts and delivery service. These extras offered by a store can induce some people to make your store a normal stop on their way home from work. The selling techniques of observation and approach can also be used to guard against shoplifters. Customers who know that the sales staff is attentive to their needs also know that they cannot get away with shoplifting.

Checking for Understanding

1. How can good customer service convince a customer to purchase a product?
2. List and describe the five steps of personal selling.
3. List and describe the steps used to sell products in a self-service store.
4. What do personal selling and self-service selling have in common?
5. What are some phrases you might use when approaching a customer?
6. List and give an original example of *at least* four suggestion selling techniques.
7. Why is it important to know the products sold in your store?

9

Scrambled Merchandising and the Buying Function

Objectives: After completing this assignment, you will be able to—

- compare the use of scrambled merchandising in a chain drugstore with its use in a neighborhood drugstore;
- explain each of the three decisions used in the buying function;
- list the factors used in deciding what kinds of products to buy;
- describe the role competition plays in determining the kinds of products to buy; and
- name the parts of the open-to-buy formula and use it to perform sample calculations.

Merchandising involves all levels of store activity, including buying merchandise, selling, stockkeeping, receiving, marking, pricing, and stock control. In today's marketplace, consumers are looking for faster service and a wider variety of goods available at one store. The concept of **scrambled merchandising** allows drugstores and pharmacies to provide the different kinds of products customers want in one store.

The Scrambled Merchandising Concept

Scrambled merchandising, or mixed merchandising, has become the major merchandising tool used at most stores. The store can be more competitive by offering an assortment of goods. This rings especially true for drugstores and pharmacies, where most profits now come from nonprescription drugs and health and beauty items.

Scrambled merchandising works best in self-service stores, where shoppers can browse through the store at their leisure. Supermarkets are prime examples of scrambled merchandising. Once called *grocery stores* because they offered many kinds of food, most supermarkets now have health and beauty departments, pharmacies, business supplies, vacation supplies, and even photo departments and video stores.

How Scrambled Merchandising Works in the Drugstore and Pharmacy

The pharmacy and health and beauty departments in supermarkets are parts of the scrambled merchandising concept being applied to the whole store. Chain drugstores and traditional drugstores, on the other hand, must use the scrambled merchandising concept on a smaller level and for a particular type of customer. Scrambled merchandising can help the store distinguish itself from its competitors.

When people walk into a drugstore or pharmacy, they expect to see certain items, such as the health and beauty aids and the prescription drug counter. Chain drugstores will usually offer a wide variety of health and beauty aids, vacation and office supplies, cards, cameras, and film at discount prices. The neighborhood drugstores and pharmacies cannot compete with the cheaper prices offered at the chain drugstores. Scrambled merchandising is used differently by these smaller stores. Instead of offering a large variety of

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traditional products, the neighborhood drugstore may offer specialty items such as flowers, stationery, candy, or even a print shop for invitations and business supplies.

The Buying Function

Scrambled merchandising will not work unless the store's buyer has studied the consumer market to know what items the store's customers are buying. The buyer makes three decisions in determining the merchandise to buy:

- What to buy
- Where to buy
- How much to buy

What to Buy

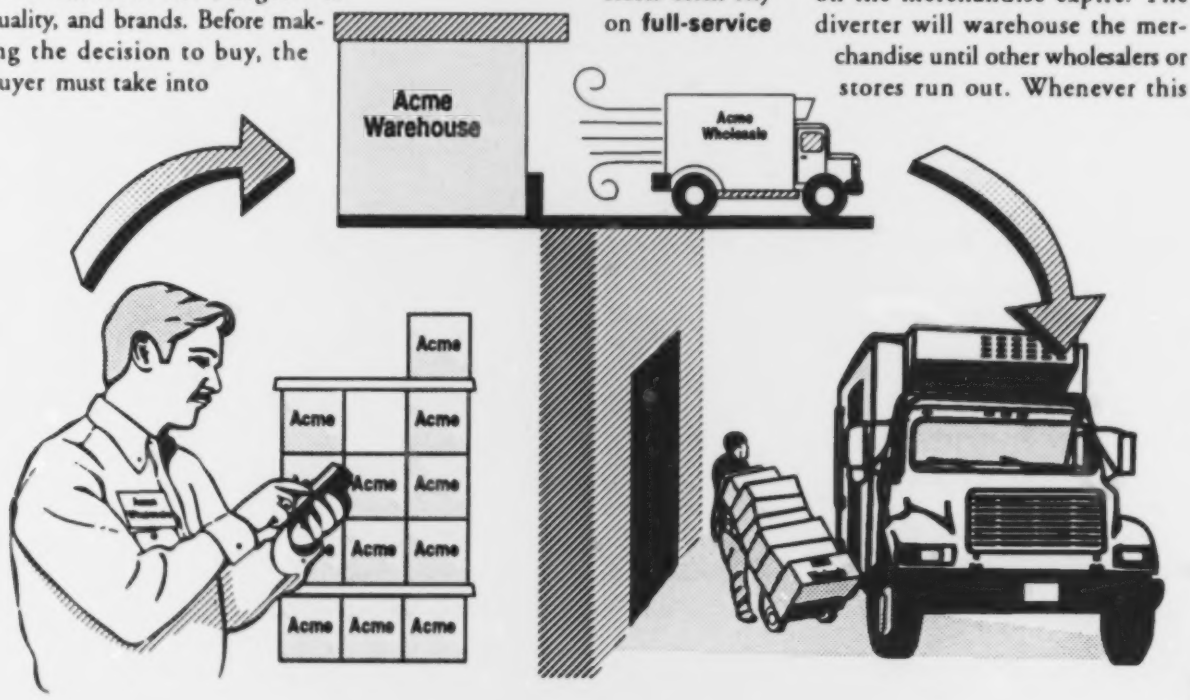
The buyer has plenty of products to choose from in deciding what to buy. One particular product may be available from five different suppliers in different sizes, degrees of quality, and brands. Before making the decision to buy, the buyer must take into account the space available on the sales floor, as well as storage space and stockroom facilities.

Deciding what to buy depends on several factors:

- The store's location
- What kinds of customers visit the store
- The economy of the region
- Future growth plans of the store and the community as a whole

Whether the store you work for carries only pharmaceuticals, nonprescription drugs, and health and beauty aids or is large enough to have a camera department and areas such as housewares and sporting goods is another determining factor. Although many stores rely on **wholesalers** in buying some of the items they sell, neighborhood drugstores often rely on **full-service wholesalers** to handle the buying decisions for the majority of products offered in the store. Full-service wholesalers have the staff and consumer information easily available to make decisions on the products a store should sell. If the neighborhood store decides to buy the merchandise without the aid of a full-service wholesaler, the buyer must be aware of changing buying patterns and the demands of consumers. The buyer must also know the store's target market and whether it calls for offering specialty services, such as a florist or print shop, or lower prices with self-service.

A specialized type of wholesaler, called a **diverter,** plays a large role in the distribution of health and beauty aids. The diverter buys large amounts of merchandise from manufacturers before special discounts on the merchandise expire. The diverter will warehouse the merchandise until other wholesalers or stores run out. Whenever this



Full-service wholesalers can manage all the buying functions for a store.

happens, the diverter sells the merchandise at a higher rate than what it paid, but the price is still lower than the wholesalers and stores can get from the manufacturer.

Where to Buy

The kind of drugstore or pharmacy you work for will determine where, and from whom, the merchandise is bought. Supermarkets and drugstore chains, due to the large amounts of merchandise they purchase, can buy straight from the manufacturer or supplier. The neighborhood drugstore will usually rely on the full-service wholesaler. Some drugstores may opt to use **limited-line wholesalers,** who sell one or two different kinds of products. This type of buying gives the neighborhood drugstore the option of buying specialty items from different places.

Instead of dealing directly with the supplier, many drugstores use **rack jobbers**, sales representatives who assume the responsibility for the display, inventory, and reordering of the supplier's merchandise. The rack jobber regularly visits the store, replenishes items on the rack, removes old or slow-moving items, and makes sure that the display is in good condition. Examples of lines merchandised by rack jobbers include ladies' hose, greeting cards, and snack foods.

How Much to Buy

Product sales and inventory play a big role in the decision on how much of a product to buy. One formula used by buyers to decide the amount of merchandise to buy depends on how much money is invested in the store's merchandise (inventory) and is called **open-to-buy**.

(Planned Inventory + Planned Sales)
– (Actual Inventory + On Order)
= Open-to-Buy

(\$12,000 + \$8,000)
– (\$6,000 + \$3,000)
= \$11,000

You can see how this formula works by plugging in some sample figures. Basically, the buyer takes the dollar value of inventory the store needs to have on hand (say, \$12,000) and the dollar value of estimated sales (\$8,000) to determine how much merchandise the store needs to have available for customers to purchase, which would be \$20,000. The buyer then subtracts the dollar value of inventory already in stock (\$6,000), as well as the dollar value of inventory already on order (\$3,000), which is \$9,000. The result, which is \$11,000, is the dollar value of merchandise that needs to be purchased

Another method of deciding how much of a product to buy is to determine the item's **turnover rate**, or the number of times the average inventory of an item has been bought, sold, and replaced in a given period, usually a year. The buyer needs to look at turnover rates not only in your store, but also for similar stores across the country. Trade journals and pharmaceutical companies are good places to look for national sales trends. If your store has a high turnover of a particular product, it is a good idea to buy larger quantities of the product at one time to get discounts or save on shipping costs.

Words to Remember

diverter—a specialized wholesaler that buys large amounts of merchandise from manufacturers before special discounts expire, holds the merchandise until other wholesalers or stores run out, and then sells the merchandise at a rate higher than it paid but lower than the wholesalers and stores can get from the manufacturer

full-service wholesaler—one that carries a complete line of merchandise, can stock a whole drugstore, and offers a wide variety of services for the drugstore or pharmacy

limited-line wholesaler—one that stocks only a few types of products, such as only pharmaceuticals or health and beauty aids

markup—the difference between what the store paid for a product and its selling price

open-to-buy—a formula used by buyers to determine how much merchandise to buy, taking into account the amount of money already invested in the store's merchandise

rack jobber—a sales representative for a supplier who is provided shelf space by the store in return for assuming the responsibility for the display, inventory, and reordering of the supplier's merchandise

scrambled merchandising—offering a wide assortment of goods in one store; also known as mixed merchandising

turnover rate—the number of times the average inventory has been bought, sold, and replaced in a given period, usually a year

wholesaler—a business that buys merchandise from manufacturers and sells to stores

Competition and the Buying Function

Mass merchandisers and supermarkets offer extensive lines of merchandise at low prices. Smaller stores cannot compete with their prices and quantities of merchandise, so they must keep smaller inventories of these items and make sure not to become overstocked, especially with first aid products, toiletries, and nonprescription medicines. Most drugstores and pharmacies carry only the national brands for these items. National brands require less advertising and selling effort by the store because the customer already knows the brand. Also, manufacturers of national brands take responsibility for both their products and ads.

Pricing the Products

A product's selling price must take into account the cost of the product, the store's overhead expenses and overall cost of doing business, as well as a reasonable profit. Slashing prices to beat the competition will not do the store any good if prices do not take into account the store's total operational costs. The **markup** on a product must be enough to cover a portion of the store's expenses and still leave a profit.

Pricing also depends on the kind of image a store wants to project, the area in which the store is located, and the type of customer who visits the store. Most customers will return to the same drugstore or pharmacy for reasons other than price, such as the kind of products and services offered or the personality of the salespeople and the pharmacist. Pricing products within the range the market can bear is important, but it is not the number-one concern of most customers frequenting your store.

Summary

Scrambled merchandising is so ingrained in stores today that people hardly notice it. However, it can have a huge impact on how successful a store is. People are looking for stores that offer a wide variety of products for convenience and often cheaper prices. The best way a neighborhood drugstore or pharmacy can compete in the world of scrambled merchandising is to offer nontraditional products and services. Providing excellent customer service also plays an important role in the neighborhood drugstore or pharmacy. Because a smaller line of traditional items is usually offered, customers must be made to feel welcome and important. Good customer service can sometimes be the deciding factor in whether the customer will continue to use the smaller store or go to the larger store that offers all available brands.

CHECKING FOR UNDERSTANDING

1. How is scrambled merchandising used in neighborhood drugstores, chain drugstores, and drugstores in supermarkets?
2. How can a smaller store compete with chain drugstores and supermarkets that offer many varieties of products?
3. Explain each of the three decisions a buyer must make before ordering merchandise.
4. List the factors used to decide what products to buy.

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10

Stockkeeping and Inventory Control

Objectives: After completing this assignment, you will be able to—

- explain how stockkeeping and inventory control are interconnected in the buying function;
- describe the two types of stockkeeping;
- define *just-in-time distribution* and why businesses use this system;
- identify the three types of stock; and
- describe the four types of inventory control systems.

Drugstores and pharmacies manage their merchandise in two ways, through stockkeeping and inventory control. Stockkeeping and inventory control work together to help stores keep track of the amount of merchandise being sold and when it is time to order more merchandise. Stockkeeping and inventory control can also make a store's merchandising plan more successful. Accurate records of what customers buy help the buyer decide what products to buy and how much merchandise is still on the shelves.

Stockkeeping

The drugstore clerk and pharmacy technician are usually assigned the task of **stockkeeping** for their departments. Stockkeeping duties can range from receiving and marking merchandise to stock rotation, stockroom housekeeping, stocking selling areas, and maintaining selling features. Essential tasks in stockkeeping are cleaning the stock, straightening it while it is on the shelves, and rotating it. **Stock rotation** is one of the most important duties you can perform. Merchandise that remains on the shelf too long becomes worn and loses its sales value. This same practice can be applied to the stockroom. Cartons of merchandise left too long can become damaged, causing the store to lose profits.

Drugstores and pharmacies may practice two methods of stockkeeping—in-store stockkeeping and warehouse stockkeeping.

In-Store Stockkeeping

The basic goal of in-store stockkeeping is to place the stock as close to the selling point as possible. Most drugstores and pharmacies follow this plan. Three kinds of stock are monitored using this method:

- *Display stock*—placed on display fixtures for customers to see
- *Forward stock*—stored on the sales floor near its selling department
- *Reserve stock*—stored off the sales floor in a central stockroom

Most drugstores try to limit the amount of stock held in reserve and move stock as quickly as possible to forward and display. Stock that stays in reserve does not sell and cuts into the store's profits.

Warehouse Stockkeeping

Bulky merchandise such as furniture and appliances usually requires warehouse stockkeeping. Drugstores

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Salespeople need to have stock as close to the selling point as possible, replenishing from forward stock areas before reserve stock.

and pharmacies do not have space on the sales floor for displaying many large items, including seasonal products like artificial Christmas trees.

Drugstore chains and grocery stores may also use **central warehouses** to serve all their stores in an area. Receiving, checking, marking, and stocking functions are done in one facility. The central warehouse serves less as a storage space for extra merchandise than as an expediter. In today's marketplace, keeping less merchandise in reserve and more on the floor can mean one store's success over another's failure. The practice of **just-in-time (JIT) distribution,** or moving the merchandise from the manufacturer or central warehouse to the store just when the customer needs it, has become common.

Stock Lists

Drugstores and pharmacies also keep stock lists to keep the buyer informed on what products need to be reordered. The stock list serves as a type of inventory control and helps keep the store from running out of merchandise. Three types of stock lists might be used:

- *Model stock plan*—a preplanned list of items always carried by the store
- *Basic stock list*—shows the minimum amount of stock that should be on hand for each type of merchandise sold and the quantity that should be reordered to avoid being out of stock
- *Never-out list*—identifies key merchandise or best-sellers that should never be out of stock, such as staples, seasonal items, and most over-the-counter medicinal products

Inventory Control

Stockkeeping is the first step in beginning a successful inventory control program. **Inventory control** begins when merchandise is received and marked into stock, but also includes the physical condition, storage, and distribution of that merchandise. An inventory control system can be used to keep buyers informed on the status of stock for the week, month, year, or a selling season. Inventory control is important not only for regulating the amount of stock on hand, but also to help the store's buyer determine what sells and what doesn't.

With the practice of JIT distribution, it is vital that a store keep accurate inventory records to make sure the store doesn't run out of any product. Inventory records are also used for tax purposes. The more accurate the inventory records, the more likely it is that the government will accept them for calculating taxes. This is another reason that JIT distribution has become popular. The less inventory in stock, the less tax the drugstore or pharmacy has to pay.

Most stores hire professional inventory control companies to take inventory, but drugstores and pharmacies also keep several inventory control systems internally to help the buyer keep the store stocked with essential merchandise. The four types of inventory control systems are dollar stock control, unit

control, physical inventory, and perpetual inventory.

Dollar Stock Control

Merchandise information recorded in terms of money is called **dollar stock control.** This system shows the worth of goods in cost or retail prices. Buyers use the information gained from dollar stock control when deciding how much to reorder. The buyer must know the dollar value of the stock to figure out whether the store has enough money to purchase it.

Unit Control

Recording the number of items of merchandise, instead of the dollar value, is called **unit control.** This system shows the number of items (units) of each type of merchandise that are in stock, on order, or sold. The information can be classified by type, size, color, style, model, etc. Computerized tracking systems help stores keep track of the different inventory information.

When stores use the unit control method of inventory, it is important to keep track of not only each item in the store, but also the different assortments of items found in one product line. A stockkeeping unit **(SKU)** is one distinct, individual type of item carried in the store. The SKU system is computerized and allows the buyer to instantly determine what products are selling and which products need to be ordered.

Physical Inventory Systems

Buyers use **physical inventory systems** to take an actual physical count of merchandise on hand. The buyer uses the physical inventory to determine the amount of the product sold by finding the difference of sales recorded on tape and the amount of merchandise counted during the physical inventory. Shortages can occur because of improper counting, theft, errors in cash register operation, or damaged merchandise. Drugstores and pharmacies may use three types of physical inventory systems:

- *Tickler control*—counting portions of stock at regular intervals to figure the entire inventory. Also referred to as rotated inventory because stock counts occur on a rotated basis, tickler control is used most often for staple merchandise that must always be in stock.
- *Reorder control*—using reminder cards to tell the buyer when to place an order. This system is used most often for products that are not in high demand. When the stock reaches a certain level, a card appears and is sent to the buyer. The buyer uses the card to reorder the merchandise.
- *Visual control*—using color coding to determine which products have been in stock the longest. Drugstores and pharmacies may use this method for perishable items or seasonal merchandise, because it helps in stock rotation by showing which items are fast movers or slow sellers.

Perpetual Inventory Systems

For updated, continual information on the products in stock, drugstores and pharmacies use **perpetual inventory systems.** Buyers use these systems to keep up with cur-

Words to Remember

central warehouse—one facility that serves all of the company's stores in an area and performs receiving, checking, marking, and stocking functions
dollar stock control—an inventory system that shows the worth of goods in cost or retail prices
inventory control—the coordination of supply, physical condition, storage, distribution, and recording of merchandise
just-in-time distribution—moving the merchandise from the manufacturer or central warehouse to the store just when the customer needs it
perpetual inventory system—a method used to obtain updated, continual information on the products in stock
physical inventory system—performing an actual physical count of merchandise on hand
SKU—an abbreviation for *stockkeeping unit;* one distinct, individual type of item carried in the store
stock rotation—moving the current merchandise to the front of the shelf so that it can be sold before the incoming merchandise
stockkeeping—the several tasks performed to ensure that merchandise is always in stock and in good condition
unit control—an inventory system that shows the number of items (units) of each type of merchandise

Reminder cards tell the buyer when to order products that are not in high demand, such as birthday cards for aunts.

CHECKING FOR UNDERSTANDING

1. How are stockkeeping and inventory control interconnected in the buying function?
2. What is the difference between in-store stockkeeping and warehouse stockkeeping?
3. Why are businesses using just-in-time distribution?
4. What are the three types of stock, and how can you as a drugstore clerk or pharmacy technician help maintain each type of stock?
5. List and describe *at least* three types of inventory control systems.
6. Why are stockkeeping and inventory control so important to the success of a drugstore or pharmacy?

rent orders, receipts, customer returns, sales, shortages, and damages. Drugstores and pharmacies may choose from two main categories of perpetual inventory systems—manual or computerized.

Manual systems. Taking manual counts of merchandise on a regular basis and recording the information on perpetual unit-control records shows information about individual items. The three types of manual systems are:

- *Point-of-sale tallies*—keeping track of the number of units sold by making a tally mark on a merchandise list
- *Price ticket stubs*—removing information stubs from price tickets when the merchandise is sold and then collecting, sorting, and tallying the number of units sold
- *Cash register receipts*—having a duplicate receipt, which helps the buyer determine the number of units sold

Computerized systems. Most stores use computerized systems to keep perpetual inventory. These systems are more cost-effective and can help a buyer determine immediately how a product is selling and also if a product needs to be reordered. The three types of computerized systems are:

- *Tag system*—using prepunched tags that contain merchandise information and are sent to a central data processing center where the information is fed into a computer
- *Card system*—recording merchandise information onto cards that are fed into the data processing system

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- *Point-of-sale system*—using computerized cash registers to transmit information directly to the store's data processing system

Summary

Drugstores and pharmacies use stockkeeping and inventory control together to make sure that merchandise is always in stock and also to see how much and what kind of merchandise has been sold. Good stockkeeping and inventory control systems can mean bigger profits for a store and are the two main avenues a buyer has to determine what products the drugstore and pharmacy should sell. As the drugstore clerk or pharmacy technician, you can play an important role in both stockkeeping and inventory control by taking good care of the merchandise, keeping your area clean and neat, and knowing what products are sold in your area.

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Advertising and Promotion

Objectives: After completing this assignment, you will be able to—

- identify the different types of promotion used by drugstores and pharmacies;
- explain the types of promotion best suited for supermarkets, neighborhood drugstores, and chain drugstores;
- define *wasted coverage*;
- explain how personal selling and customer service fit into a store's promotional mix; and
- describe how drugstores and pharmacies use visual merchandising to promote their products.

In order for a drugstore or pharmacy to attract new customers, people must know where the store is located, what it sells, and how it stands out from other drugstores and pharmacies that compete with it. The method of communicating to potential as well as regular customers is through promotion. **Promotion** involves all the things a store does to sell merchandise, create goodwill, build an image, and try to create a competitive advantage.

Sales promotion includes many different types of advertising tools. The following tools are used most by drugstores and pharmacies:

- Circulars
- Newspaper advertisements
- Radio and TV advertisements
- Personal selling and customer service
- Visual merchandising

All of these types of advertising create the **promotional mix** a store uses to attract the attention of customers. Advertising can be used to inform customers about the general products offered by the store, promote products or services to a specific **target audience**, or highlight products that relate to a season or a holiday. Your store can gain a **competitive advantage** by using a promotional mix to attract a larger share of the buying public than it would have had using just one form of promotion.

Many drugstores and pharmacies reduce their advertising expenses by sharing the cost of advertisements with manufacturers and suppliers. **Cooperative advertising** occurs when the manufacturer agrees to share, usually on a fifty-fifty basis, the costs associated with the retailer's local advertisements of selected products. Manufacturers benefit from lower local advertising rates, and retailers benefit from reduced advertising expenses—a win-win situation.

As a frontline employee in the drugstore and pharmacy advertising campaign, the drugstore clerk or pharmacy technician can help close a sale that might have begun with a newspaper, radio, or TV ad. The advertising tools the store uses in its promotional mix work together to entice a customer into the store.

Circulars

Many drugstores and pharmacies send circulars to homes within their shopping area to advertise specials and sales. Circulars are a type of **direct-mail advertising** in that

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Different kinds of advertising may be necessary to encourage a customer to visit your business.

they are mailed directly to a customer's home. The circulars can be designed and produced by the store and are usually delivered in the middle of the week so that people can take advantage of the sales during the weekend. In some cases, newspapers include the circular with the Saturday or Sunday edition; however, the cost is higher than that of sending the circular out directly.

Newspaper Advertisements

Newspaper ads are the most popular form of advertisement for most drugstores and pharmacies. Newspaper advertising can be expensive, but for chain stores or pharmacies located in grocery stores, it can reach a wide audience. Neighborhood stores can take advantage of smaller neighborhood papers or "shopping news" papers to advertise. This type of paper works best for a smaller store because it reaches the neighborhood store's target audience. Advertising in the large city paper can mean **wasted coverage** for the neighborhood store, since the paper is read by people throughout the city, who may or may not be the store's target audience.

Chain drugstores or grocery stores with pharmacies might use institutional advertising mixed with promotional advertising to attract customers. Institutional advertising promotes the store itself and its image. This type of advertising is used for a long-range effect of getting the store's name out into the public. On the other hand, promotional advertising is designed to produce an immediate effect. This type of advertising promotes quality, new products, reduced prices, or seasonal sales. Most circular and newspaper ads are examples of promotional advertising.

Radio and TV Advertising

Radio and television ads are used mostly by large chains or grocery stores. They can be very effective to get the word out about a weekend sale or big seasonal event. Spot announcements lasting 10 to 20 seconds on the radio are the most widely used forms of radio advertising. Radio and television advertisements are usually too expensive for the neighborhood drugstore to use. The problem of wasted coverage also applies to broadcast media.

Another form of broadcast advertising is the in-house radio system. Some chain drugstores have used the concept of a radio station in the store to promote the store. For example, Lots of Products Drugstore will play background music for customers to enjoy as they shop. Interspersed within the music are commercials talking about Lots of Products Drugstore and perhaps a current promotion or sale. The commercial usually ends with the announcer saying, "Thank you for listening to Lots of Products radio."

Personal Selling and Customer Service

Probably the most important part of the promotional mix is personal selling and customer service. The way a customer is treated in the store determines whether that cus-

tomer will come back. Part of your job in the advertising campaign is to use your suggestion selling techniques to increase the store's sales. It's important for you to know how sales are running and what seasonal items the store is promoting so that you can suggest those items to the customer. Other ways you can help promote the store include wearing promotional badges and putting promotional inserts into each customer's bag.

Visual Merchandising

Of all the things a store does so that its merchandise appeals to the customer, the window display is the first thing a customer sees before entering the store and is an important part of **visual merchandising**. The window display should "tie in" with the newspaper ads, circulars, or broadcast ads. Inside, smaller displays are placed throughout the store. Some interior displays are shelf talkers, small signs with the product name and price, end cap displays, and off-shelf displays. Most stores will also have their circulars available at the front for customers to look at while they shop. Prior to the advertisement being in the newspaper or on television, the store should ensure that adequate stock is on the shelves and is available from the warehouse to support the resulting customer demand.

Other parts of visual merchandising add to the impression the store wishes to make on its customers. Exterior signs tell the name of the store and other information, such as telephone number, credit cards accepted, and store hours. The store layout adds to the visual appeal of the merchandise as one department leads into another and to shopping

End cap displays reinforce advertisements in circulars or on television.

Words to Remember

competitive advantage—attracting a larger share of the buying public

cooperative advertising—occurs when the manufacturer agrees to share, usually on a fifty-fifty basis, the costs associated with the retailer's local advertisements of selected products

direct-mail advertising—ads mailed to a select target audience

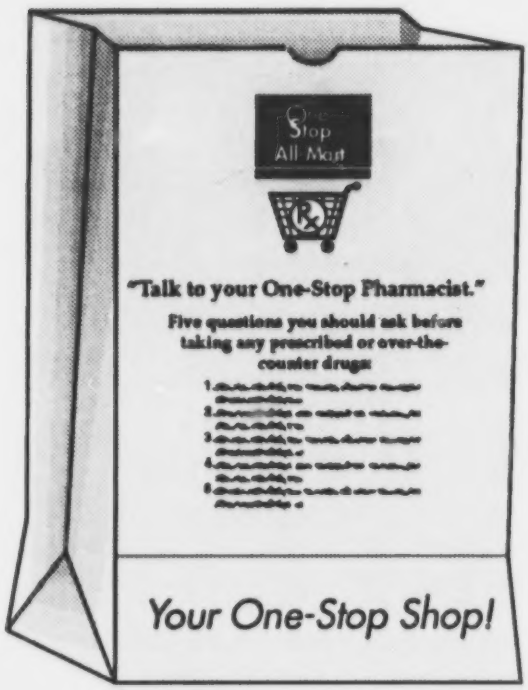
promotion—the things a store does to sell merchandise, create goodwill, build an image, and try to create a competitive advantage

promotional mix—a combination of advertising tools used by a store to attract customers

target audience—a particular group of people a store wants to attract

visual merchandising—the things a store does so that its merchandise appeals to the customer

wasted coverage—advertising to people who are not potential customers nor the target audience


Stop
All Mart
"Talk to your One-Stop Pharmacist."
Five questions you should ask before taking any prescribed or over-the-counter drugs:
Your One-Stop Shop!

Supermarkets promote their in-store pharmacies by using specially printed bags.

convenience. Maintaining well-organized and well-stocked merchandise assortments also adds to the visual appeal and is an important responsibility of drugstore clerks and pharmacy technicians.

Summary

Drugstores and pharmacies use advertising to attract customers to their stores, to increase sales, and to promote repeat business. The best advertising offers customers what they want when they want it. By taking advantage of seasonal changes, holidays, predictable weather patterns, and other predictable sales patterns, drugstores and pharmacies can increase sales without wasted coverage. In order for advertising to build customer loyalty, it must be consistent and targeted to the right audience. As the drugstore clerk or pharmacy technician, you can help promote the store through excellent customer service and use of your personal selling techniques. It is also important to make sure that enough of an advertised product is available. Customer confidence can quickly erode if a store runs out of an advertised product. You can help by staying aware of the amount of merchandise customers are buying from your area of the store and by restocking as needed.

Checking for Understanding

1. What are the five main types of promotion used by drugstores and pharmacies?
2. Why is it important for a store to use a promotional mix to attract customers?
3. List *at least* three kinds of information a customer can learn from a store's promotion.
4. What kinds of advertising does your store use in its promotional mix?
5. Give an example of wasted coverage.
6. What role does the drugstore clerk or pharmacy technician play in the store's promotional mix?

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PART IV

Employment Opportunities

12

Training and Employment Opportunities

Objectives: After completing this assignment, you will be able to—

- list several topics that stores include in their training sessions for new employees;
- identify ways in which professionals stay up-to-date in their fields; and
- explain how you can continue your own education.

Most pharmacies and drugstores provide training to new employees. The training session may last for several hours or even several days, depending on the size of the store. It is the responsibility of management to make sure that you know what to do and how to do it. You, as a new employee, must also accept the responsibility of learning the work. Without proper training and a willingness to learn, you will have trouble performing successfully.

Training

Topics Covered in a Typical Training Session

As a new employee it is important for you to learn the philosophy of the store toward serving its customers. The store manager or department manager will usually discuss how employees should practice customer service and the different selling techniques the store prefers employees to use. Usually the larger stores, such as supermarkets and chain drugstores, will have a large training session for the new employees from several stores. These training sessions may be led by training specialists instead of store managers. Training sessions will introduce new employees to the store's checkout system and the kinds of products the store sells. Sometimes, if the store has an elaborate computer system for checking out customers and keeping inventory, the store may devote one entire day to teaching employees how to use the system.

The training session may also cover topics such as store and employee security, how to handle potential shoplifters, special services the store offers, and employee benefits. This is a good time for you to ask questions, but don't feel like you can never ask questions after the training session is over. Once you are working, if you have a question about something, *ask*.

Training for Pharmacy Technicians

Pharmacy technicians are usually trained directly by the pharmacist because they will be working with prescription drugs. The training is done on-the-job and is less structured. Depending on the store, the pharmacy technician may also have to attend a formalized training session with other new employees.

Continuing Education

In order to be successful in any occupation, it is important for you to continue learning about your job. Most licensed professionals are required to take a certain number of

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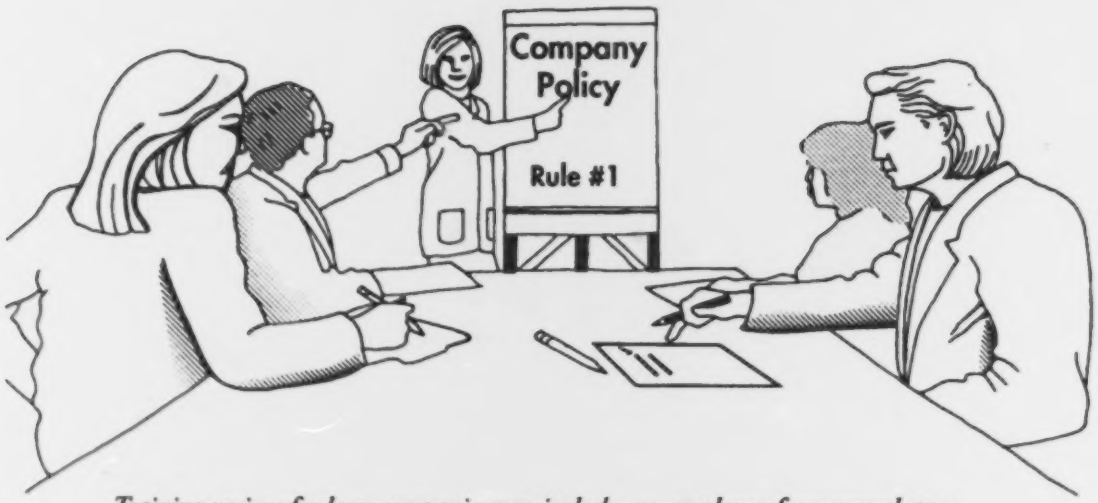


Training sessions for large companies may include new employees from several stores.

continuing education courses a year in order to maintain their licenses. These classes are offered through professional organizations as well as universities. Sometimes the companies with which the professional does business offer training sessions. There are several ways in which professionals can stay updated on changes and trends in their professions, including the following:

- Attending seminars, conferences, and courses held by colleges, universities, professional organizations, and companies in a particular type of business (or **industry**)
- Reading trade and professional journals
- Maintaining an active membership in a professional organization for **networking** with other professionals and continuing education

Some trade journals in the pharmaceutical industry include *Pharmacy Times, Texas Pharmaceutical Journal,* and *American Pharmaceutical Association Journal.* Most professions are served by several trade journals.

Professional Opportunities

Drugstores and pharmacies offer a wide variety of employment opportunities. As a drugstore clerk or pharmacy technician, you are taking your first steps toward building a future career. In the drugstore or pharmacy where you work, you are exposed to several different types of career pathways, such as the following:

- Pharmacy
- Management
- Buying
- Accounting
- Human resources
- Sales
- Marketing
- Advertising

The jobs in most of the above areas require more than a high school education. Pharmacists must complete up to six years of college study and pass a state certification exam before receiving a license to practice. Many of the other professions require a four-year **bachelor's degree** or a specialized two-year **associate's degree**.

Many other professions touch the drugstore and pharmacy. Wholesalers, distributors, vendors, inventory companies, computer companies, and many more types of business all affect the drugstore and pharmacy. As a drugstore clerk or pharmacy technician, you are in a good position to learn about these different professions and decide whether you are interested in pursuing any of them as your own career.

Other educational opportunities available to you after high school include community colleges and trade and technical schools. These educational institutions offer a two-year associate's degree. Once you earn your degree from a community college, you can move into a four-year college or university. Two-year programs are a good way to start developing your future after you leave high school. You have both the opportunity to decide which professions you enjoy and the flexibility to take as many or as few classes as you want.

Another way to gain experience in a profession—and to see if you really

Reading professional and trade journals helps pharmacy and drugstore employees stay updated on industry trends.

like it—is to take an **internship**, or unpaid work experience program, with a company. All schools offer career counseling and can usually answer most of your questions. You can also interview people working in a business that you find interesting. Their job experience and knowledge can be very useful.

The following is a brief list of the largest universities in Texas. For a complete list of colleges and universities in Texas and the United States, see your high school counselor.

The University of Texas at Austin
Admissions Office
Main Building, Room 7
Austin, Texas 78712-1157
(512) 471-1711

The University of Texas at San Antonio
Admissions Office
6900 North Loop, 1604 West
San Antonio, Texas 78249
(210) 691-4011

The University of Texas at El Paso
Admissions Office
500 West University Avenue
El Paso, Texas 79968
(915) 747-5000

Texas Tech University
Admissions Office
P.O. Box 4349
Lubbock, Texas 79409
(806) 742-2011

Texas A&M University
Office of the Registrar
College Station, Texas 77843-0100
(409) 845-1031

Words to Remember

associate's degree—a degree obtained after a student completes two years of education at a community college
bachelor's degree—a degree obtained after a student completes four years of education at a college or university
continuing education—a method professionals use to stay competitive in their industry by attending courses, seminars, and conferences
industry—a category of business, such as the computer industry or the manufacturing industry
internship—an unpaid work experience partnership of a student, a school, and a company
networking—keeping in contact with other people in your profession to increase potential job opportunities and to learn more about your profession

The University of Houston
Admissions Office
4800 Calhoun Boulevard
Houston, Texas 77204-2162
(713) 749-2236

You can also earn a two-year associate's degree from many community colleges. Talk to your high school counselor about two-year higher education opportunities. Austin Community College offers a variety of educational programs for students who live in or around Austin.

Austin Community College
District Administrative Office
5930 Middle Fiskville Road
Austin, Texas 78752-4390
(512) 483-7504

By 1996, most pharmacy schools will require students to follow a six-year curriculum that culminates in a doctorate in pharmacy, called a *Pharm.D.* degree. The following Texas universities offer degrees in pharmacy:

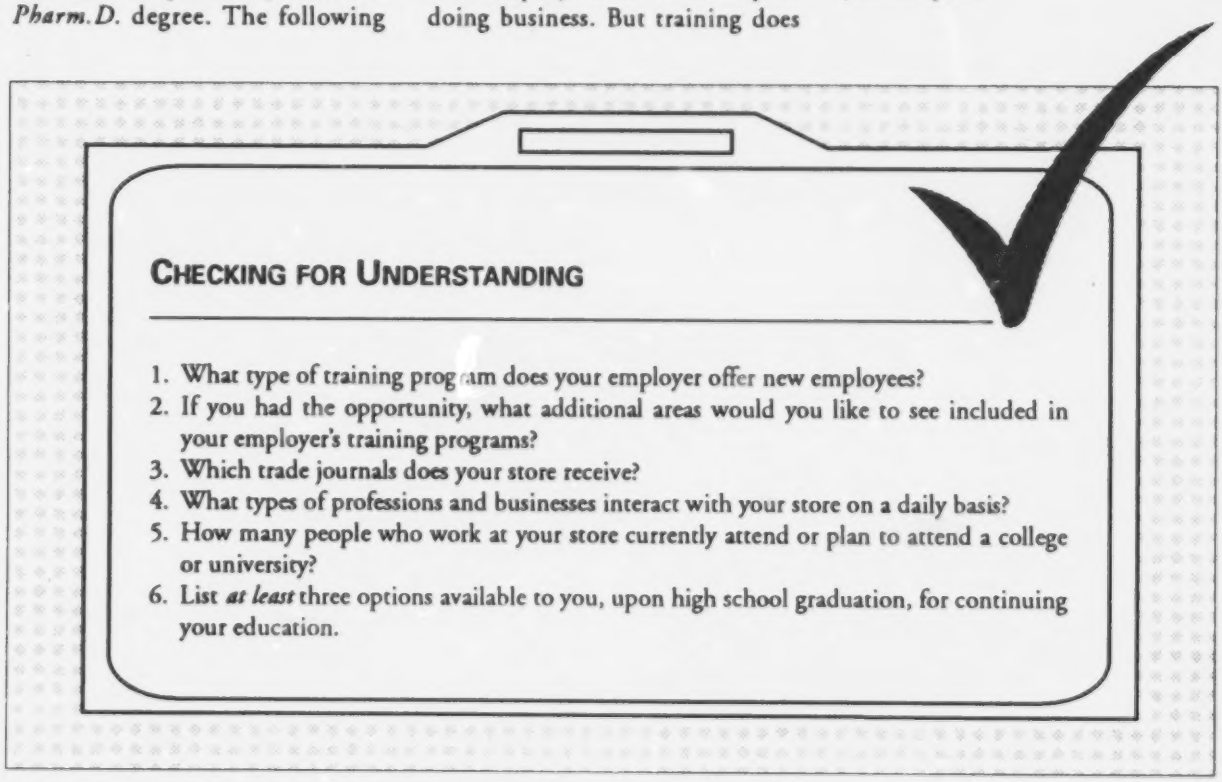
Texas Southern University
College of Pharmacy and Health Sciences
3100 Cleburne
Houston, Texas 77004
(713) 527-7164

The University of Texas at Austin
College of Pharmacy
Austin, Texas 78712-1074
(512) 471-1737

The University of Houston
College of Pharmacy
4800 Calhoun Boulevard
Houston, Texas 77204-5511
(713) 743-1300

Summary

All stores have some type of training program in place to introduce new employees to their way of doing business. But training does not stop after you begin working. In order to be successful in today's world, it is imperative that you continue your own education. Most professionals already know the value of continuing education and make it part of their daily activities through conferences, seminars, and professional organizations. Trade journals also serve as learning tools. The best way for you to ensure your success is to continue your education after high school by earning a degree at a two- or four-year college or university. Some professions may require you to gain a master's degree or more, but the first step is to decide what you would like to do; then you can gain the education to do it. Today's marketplace is competitive not only for drugstores and pharmacies but also for people searching for employment. In order for you to succeed, you need to gain the training and knowledge to help you compete.



Checking for Understanding

1. What type of training program does your employer offer new employees?
2. If you had the opportunity, what additional areas would you like to see included in your employer's training programs?
3. Which trade journals does your store receive?
4. What types of professions and businesses interact with your store on a daily basis?
5. How many people who work at your store currently attend or plan to attend a college or university?
6. List *at least* three options available to you, upon high school graduation, for continuing your education.

13

Moving Toward Supervisory/Management Duties

Objectives: After completing this assignment, you will be able to—

- list and describe the five types of activities managers perform;
- identify at least three departmental tasks supervisors perform;
- list and describe the three categories of problem customers;
- explain why performance evaluations are conducted; and
- explain the difference between *discrimination* and *harassment*.

For many people, becoming a member of management is a desirable goal. **Management** is the science or art that determines and directs the work necessary to carry out a mission or to achieve goals or objectives. Management is also the group of employees who decide and direct what is to be done by others.

Becoming the supervisor of an area of the store is usually the first step into management. Learning how to manage an area or department can give you a clearer picture of what is done by store management in operating the entire store. As you move into wider responsibilities, management develops and evaluates your abilities and attitudes before moving you into higher positions.

What Is Supervision?

As a **supervisor**, your task is to see that the policies and procedures that the owner and management have established for achieving the company's goals are carried out. It is your responsibility to see that your area runs smoothly and efficiently. You must make the best use of the resources you have—human resources, time, facilities and materials, and money.

You may be involved in varying degrees with the five related activities of management: planning, organizing, staffing, directing, and controlling.

Planning involves selecting objectives and deciding how to reach them. As a supervisor, you may not do this as much as you might later in a higher-level position. Objectives are usually determined by upper management.

Organizing requires that you decide who is to do what and how the individual employees' tasks relate to each other. You may have more responsibility in this area, although chain operations often designate duties for types of employees as part of their job descriptions.

Staffing involves recruiting, assigning, training, and promoting employees. Various management personnel may be involved in these activities. Supervisors are most likely to have major responsibilities in on-the-job training of new employees.

Directing involves supervising as well as deciding how people will work and keeping track of their

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Supervisors are responsible for both merchandise and employees in their departments.

efforts. For a supervisor, this responsibility means that you will help other employees so that they are most productive in reaching the company's goals.

Controlling means making sure that progress is being made toward the company's goals and objectives. You will be involved, in varying degrees, with setting standards, measuring performance, and making corrections. Higher-level management usually makes the major decisions on how this is to be done, but you may have a major role in controlling your department.

As a department supervisor, you are to provide instruction on procedures to the employees in your charge and make sure that they are understood and followed. You are to handle any customer problems that arise and control the flow of merchandise within your department or area. You are also responsible for scheduling personnel, making certain that merchandise is properly stocked on the sales floor, opening and closing registers, and making reports.

Accepting Responsibilities

A supervisor accepts the responsibility for a number of tasks in addition to supervising other employees. You are involved with a number of tasks that relate to departmental operations. You must have knowledge of company policies, department or store procedures, and equipment operation. You must also have the self-confidence that being in a leadership position requires, because others will look to you for guidance and reassurance. Until you are ready to accept the responsibility for the operation of your department and its employees, you are not ready to supervise.

Opening and Closing Departments

Each store has its own procedures, but certain duties apply to almost any store. When opening departments for the day, supervisors must make sure that display lights are turned on, stock is neatly arranged, and all display fixtures are fully stocked. They also need to be sure that all supplies needed during the day are available. Supervisors also are often responsible for picking up and signing for the change supply (called the **bank**) that each cash register needs.

At the end of the day, supervisors also have some special duties. Many times they are required to turn in all the monies collected in the registers during the day. They also must check to be sure that all customers have left the department, that stock is on the proper shelves or racks, that any necessary reports have been prepared and turned in, and that the display lights have been turned off.

Opening and Closing Registers

One of the most important duties performed by supervisors on a day-to-day basis is to open and close the cash registers. Since cash registers are made by different manufacturers, the procedures for operating them are also different. Most stores now use computerized registers that provide management with a great deal of information automatically.

At the end of the day, the supervisor must balance the register by counting the dollar amount of coins, checks, and currency in the drawer and comparing it with the dollar amount of sales rung up on the register tape. The two amounts should balance, less the amount of cash that was in the drawer to open the day.

Once the register has been balanced, the monies are turned in to a central location where all department receipts are collected and the store's bank deposit is computed. In most cases, register drawers are left open to keep any possible thief from damaging the equipment by trying to force the drawers open.

Handling Difficult Customers

Whenever an employee encounters a difficult customer, the supervisor should be prepared to intervene in the situation. The supervisor must know what to do to satisfy the person in such a way as to appease him or her, while keeping the door open for the customer's future business.

Problem customers can usually be placed in one of three categories. An *emotional* customer is one who is upset and in a bad mood, which may have nothing to do with the employee or the store. *Sarcastic* customers are pleasant in what they say but less than pleasant in how they say it. *Superior* customers seem to think they know more about everything than you or any other employee. When you remain calm and professional in your approach to any of these types of customers, you will be successful in turning an unhappy customer into a happy, satisfied one.

Customers who have problems with their purchases, store personnel, or customer service are not concerned about who caused their problems; they just want them corrected. To these customers, *you* are the company, and they expect you to do something about their problems. Usually the seriousness of the problem and the type of action required will determine who has the authority to handle the complaint and the resulting decision.

The most important thing to remember about any problem is to allow your customer to tell you the problem without interruption and to give the customer your full attention so that he or she feels that someone cares.

Making Reports

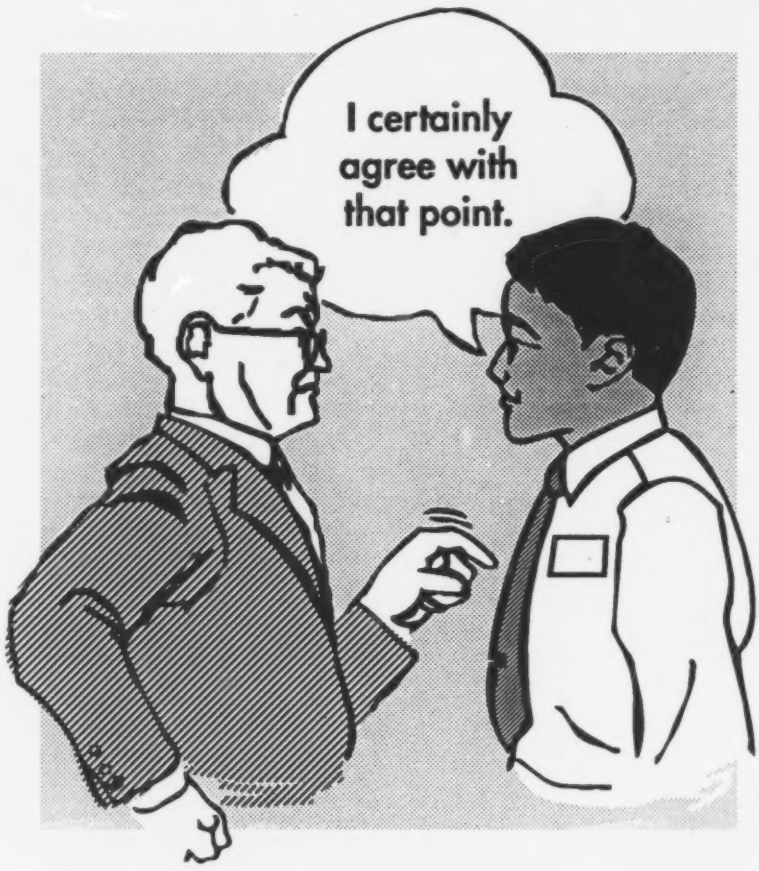
Every supervisor is responsible for preparing certain departmental reports. The number and kind of reports required will vary from store to store. These reports may deal with the type of merchandise that is selling the best and the items that need to be reordered. Other reports may deal with performance evaluations for the employees you supervise.

You must realize that reports must be completed accurately and submitted on time. No matter what the nature of the report, its contents are vital to the successful operation of the store.

Supervising Others

Motivation

A large part of the supervisor's efforts should be directed toward increasing sales, which is best accomplished through employee motivation. Supervisors should have



Your listening skills allow unhappy customers to vent their feelings so that you can get to the actual source of the problem.

a good understanding of the factors that cause employees to be happy and satisfied with their jobs. Examples of motivators include money, in the form of salary and bonuses; good working conditions; advancement opportunities; recognition for a job well done; and challenging work. When supervisors understand what motivates their employees, they can work to create that kind of productive environment.

Training

It is the responsibility of a supervisor to make sure that the employee knows what to do and how to do it. Training ensures that the new employee becomes familiar with each task, the way the task is accomplished, and the sequence in which the tasks are performed. Without proper training and a willingness to learn, the employee will have trouble performing successfully.

Evaluation

Employees need and deserve feedback about how they are accomplishing their work. **Performance evaluations** are conducted either once or twice a year and are intended to review an employee's skill level, attitude about work, work habits, and leadership qualities. Evaluation time also provides management an opportunity to decide on work-related objectives for the next six- to twelve-month period.

As a supervisor, you should not let poor work habits go without correction until the next evaluation. In a healthy management/employee relationship, there is ongoing discussion about the most efficient way to do a job. Corrections and adjustments are best made at the time they are noticed, rather than delayed until evaluation.

In many companies, performance evaluations are also related to merit increases and promotions. A merit increase suggests that an employee has done well enough to deserve a raise in salary or wages. Such an increase should not be viewed by you or the employee as automatic; the quality of the employee's work determines whether or not the increase is awarded as well as the amount of the award.

Performance evaluations are not intended to be threatening or intimidating. If you have maintained a positive relationship with your employees, this time can be used to objectively review what each employee has accomplished, what needs to be done better, and what opportunities lie ahead. If things are not going well, clearly detail to the employee what your expectations are and the timeline for expected improvement.

Creating a Safe and Healthy Environment

In order to work efficiently, we need to know that we are safe. Management must ensure that each employee has a safe environment in which to work. This means a building that is clean and uncontaminated by pollutants and disease, as well as a work environment that is free of any kind of discrimination and harassment. Additionally, management should strive to create a work environment that helps employees feel good about themselves and the work they perform.

In the United States, most companies provide safe and clean places to work. Employees are not usually subjected to crowded, unsanitary working conditions. But just as discrimination and harassment have not been eliminated in our society, these issues remain in the workplace. Management's responsibility is to create an environment where employees are not discriminated against because of race, sex, religion, or eth-

Words to Remember

bank—the change supply that each cash register needs at the start of the day

discrimination—differences in treatment made on a basis other than individual merit, usually race, sex, religion, or ethnic background

harassment—an attempt to torment an individual verbally, physically, mentally, or sexually through repeated remarks or physical contact

management—the science or art that determines and directs what is done to carry out a mission or to reach goals or objectives; the group of employees who perform this function

performance evaluation—a supervisor or manager's review of an employee's skill level, attitude about work, work habits, and leadership qualities, usually conducted once or twice a year

supervisor—an employee who sees that the policies and procedures established by the owner or corporate management are carried out

nic background. Not only does **discrimination** negatively affect workers' ability to do a job, *it is illegal.*

Harassment is an attempt to torment an individual through repeated remarks or physical contact. Harassment can be verbal, physical, mental, or sexual. *Like discrimination, harassment is illegal.* Any type of discrimination or harassment obstructs an employee's work and destroys a positive working atmosphere for everyone involved.

It is your responsibility as a supervisor to deal swiftly with any incidents of discrimination or harassment and make every effort to rid the workplace of their influence. Supervisors must create and maintain an environment where each employee can excel at his or her job, which results in a successful and profitable business.

Summary

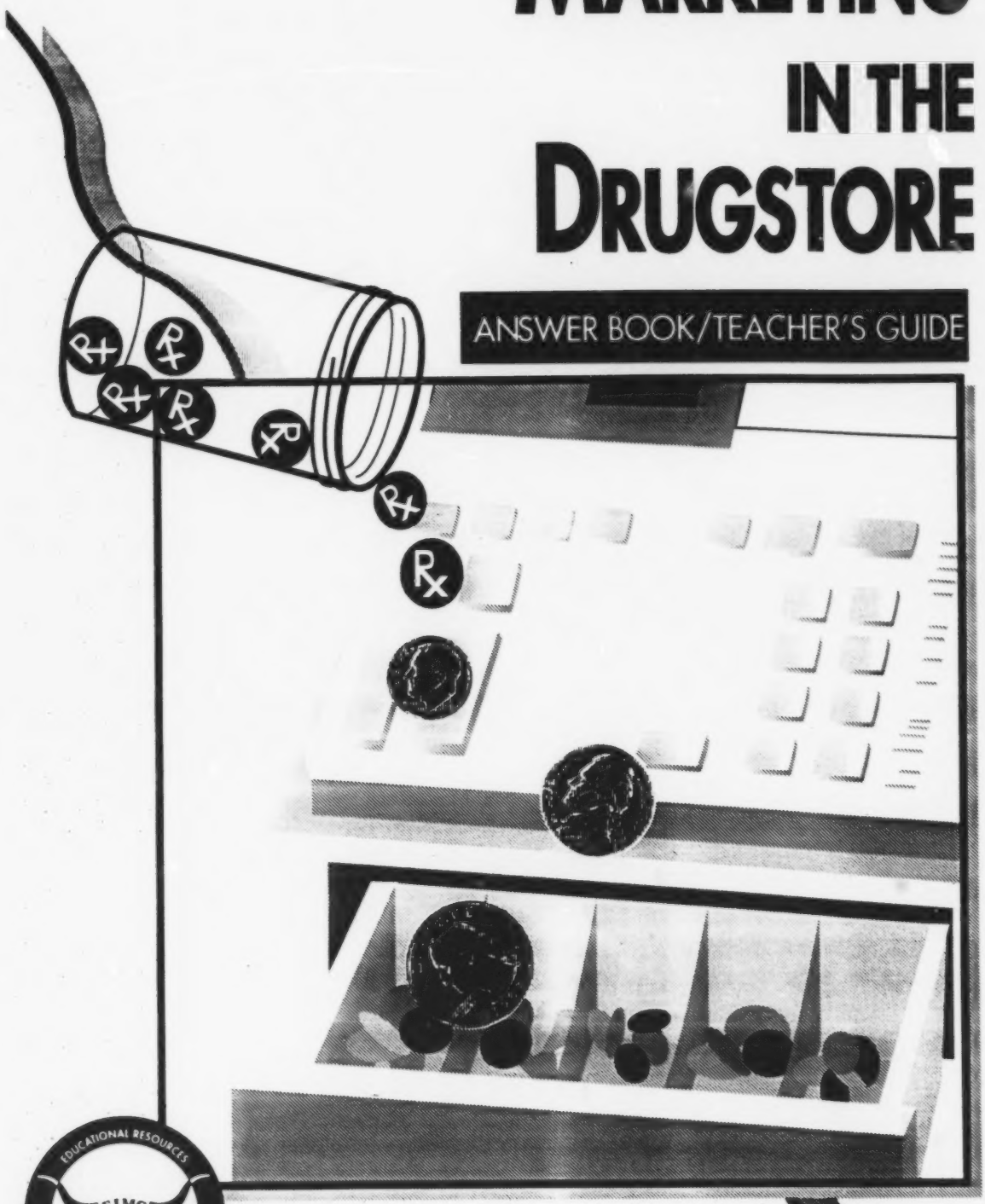
As the first step into management, your job as a supervisor is an important one for you, the store, and the employees you supervise. You must accept a number of departmental responsibilities, including supervision of others' work. By creating and maintaining a safe and healthy work environment, you will help each employee to excel at his or her job.

CHECKING FOR UNDERSTANDING

1. Describe each of the five types of activities that managers perform.
2. What are the four departmental responsibilities that supervisors perform?
3. Describe each of the three categories of problem customers.
4. What should you remember when handling customer problems or complaints?
5. List *at least* three employee motivators.

MARKETING IN THE DRUGSTORE

ANSWER BOOK/TEACHER'S GUIDE



EDUCATIONAL RESOURCES
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THE UNIVERSITY OF TEXAS AT AUSTIN

Marketing Education

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Marketing in the Drugstore

Answer Book/Teacher's Guide

By

Suzanne G. Faught

With learning activities by

Michelle Walker

Published by

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Curriculum Specialist / Suzanne G. Faught
Editor / Teri C. Sperry
Artist / Elinor Gamache
Publishing Technician / Kathryn N. Roberts
Production Assistant / Debbie Hajji
Publications Coordinator / Jonathan Griffith
Director, Educational Resources / Mitch Cooper

Additional copies may be ordered from:

THE UNIVERSITY OF TEXAS AT AUSTIN
Educational Resources
Extension Instruction and Materials Center
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716 or (800) 252-3461
FAX (512) 471-7853

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 AND 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Foreword

Marketing in the Drugstore is one of the new series of EIMC/Educational Resources publications on the skills and tasks required of employees in specific marketing occupations. Unlike previous publications of this type, it illustrates the working relationships among different employees, such as the drugstore clerk, the pharmacy technician, the pharmacist, and the manager/owner. *Marketing in the Drugstore* is designed to be a companion to *Working in Pharmacies*, an informative publication designed for the pharmacy technician.

The material is presented in ways that will introduce students to information and thought processes that are needed by persons who are moving up the ladder in a career. By answering the questions at the end of each assignment, and by doing selected learning activities from the *Answer Book/Teacher's Guide*, students will begin to get a clearer idea of what is done and why it is done. The activities are designed so that students do not actually have to be employed at a training station but can gain information by research, observation, and discussion with employees and supervisors in retail drugstores, pharmacies, and the health and beauty aids departments of supermarkets. Students can develop a variety of the higher-level thinking skills now recognized as necessary for success in marketing.

Michelle Walker, a doctoral candidate at the University of North Texas and former high school marketing education teacher-coordinator at Dallas ISD's Business and Management Center, wrote a number of the learning activities for this publication. Her experience as a marketing educator and the new educational approaches she has learned through her advanced studies worked together to result in activities with a more hands-on approach.

The Extension Instruction and Materials Center/Educational Resources of The University of Texas at Austin wishes to acknowledge the members of the 1993–94 Project Advisory Committee, who reviewed the tentative outline and offered suggestions for this and other marketing education publications:

- Betty Helton, McCallum High School, Austin
- Adell Morton, Allen High School, Allen
- Sheryl Nelson, Tuloso-Midway High School, Corpus Christi
- Larry Russell, Clear Lake High School, Houston
- Berry Sullivan, teacher-educator, Southwest Texas State University, San Marcos
- Michelle Walker, doctoral candidate, University of North Texas, Denton

Credit is also due to other members of the Marketing Education Curriculum Advisory Task Force. Initial planning for this and other materials began with the August 1993 meeting of the MECATF group. For 1993–94 they include all the Project Advisory Committee members, plus these marketing educators, who represented their ME districts as curriculum chairpeople: Jerry Gates, Uvalde High School, District 2; Mildred Vannoy, Livingston High School, District 4; Nelda Shipp, Mineola High School, District 6; Bill Bilbruck, Plainview High School, District 8; Juan Rocha, Lake View High School, San Angelo, District 9; and Sandra Telles, Coronado High School, El Paso, District 10.

Appreciation is also due Adell Morton for field-testing/validating the student manual and to Emmett Eary, program director for marketing education at the Texas Education Agency, Austin, for his guidance and support in the development of marketing education curriculum and instructional materials projects.

Suzanne G. Faught
Marketing Education Curriculum Specialist

Using *Marketing in the Drugstore* for Independent Study and Classroom Instruction

Marketing in the Drugstore focuses on the industry-specific information and skills needed by students who plan to enter, or who may already be receiving, drugstore-related training. It is a companion to another EIMC/Educational Resources publication, *Working in Pharmacies.*

The assignments can be used as the basis for class instruction in specialized programs or for individualized instruction for selected students pursuing careers in drugstore-related occupations. Objectives for each assignment are given in the first part of this book. In addition, assignment objectives are applications of the foundation and/or workplace competencies addressed by the Secretary's Commission on Achieving Necessary Skills (SCANS). This information is provided in the crosswalk chart beginning on page 1, with a list of the SCANS Competencies and Skills on page 4.

An answer key provides suggested responses to the "Checking for Understanding" questions based on the content of the assignment. Due to their highly individualized nature, some responses will require teacher judgment.

At the request of marketing education teachers, this answer book/teacher's guide takes a new direction by including sections with additional activities and summative quizzes for each assignment. The teacher may allow the individual student to select the activity or activities that best match his or her interests in the subject area addressed in the assignment. Sets of masters and the correlated answer keys are provided to facilitate this approach. A series of brief quizzes, one for each assignment, provides an alternate method of student assessment.

Assignments and Objectives Correlated with SCANS Competencies

Assignments and Objectives	SCANS Competencies
1: Introduction to Marketing in the Pharmacy and Drugstore	
• Identify the uses of marketing in pharmacies and drugstores.	C-5: Information
• Explain the importance of customer service in a pharmacy or drugstore.	C-11: Interpersonal Skills
• List four methods used to order merchandise.	C-15: Systems
2: The Importance of Excellent Customer Service	
• Tell why you should give good customer service.	C-11: Interpersonal Skills
• Explain the importance of a friendly attitude and professional appearance.	F-14, 15: Personal Qualities
• Describe how to give good customer service.	C-11: Interpersonal Skills
• Explain how to offer customer service in a self-service store.	C-11: Interpersonal Skills
• List tips for giving good customer service.	C-11: Interpersonal Skills
3: Personal and Store Security	
• Distinguish between *robbery*, *burglary*, and *shoplifting*.	C-5: Information
• Know what to do if an armed robbery occurs.	C-15: Systems
• Identify shoplifting prevention techniques used by businesses.	C-5: Information
• Know what to do when shoplifting occurs.	C-15: Systems
• Explain why pharmacists regulate controlled substances.	F-10: Thinking Skills
4: How Prescription Drugs Are Dispensed	
• Describe how a pharmacy is organized.	C-15: Systems
• Explain the pharmacist's duties.	C-4: Human Resources
• List the four main duties of a pharmacy technician.	C-4: Human Resources
• Explain how to handle new and refill prescriptions.	C-15: Systems
5: Nonprescription Drugs	
• Tell why over-the-counter (OTC) drugs are important to drugstores and pharmacies.	C-5: Information
• Discuss when to offer customers advice on the types of OTC drugs to use and when to refer them to a pharmacist.	C-11: Interpersonal Skills; F-8: Thinking Skills
• List the six types of nonprescription drugs.	C-5: Information
• Describe the common uses of OTC drugs.	C-5: Information
• Explain how OTC drugs are advertised.	C-15: Systems

6: Photos: Print Processing, Supplies, and Cameras		
• Explain how a photo department is organized.	C-15:	Systems
• List the three kinds of cameras sold at drugstore photo departments.	C-5:	Information
• Tell how suggestion selling might be used in the photo department.	C-11:	Interpersonal Skills
• List several kinds of supplies stocked in a photo department.	C-5:	Information
• Describe how most drugstores process film.	C-15:	Systems
7: Increasing Your Product Knowledge		
• Explain the difference between a product's features and its benefits.	C-11:	Interpersonal Skills
• Create a sales story.	C-11:	Interpersonal Skills
• List the nine selling points of a product.	C-11:	Interpersonal Skills
• Tell where to get merchandise information.	C-11:	Interpersonal Skills
8: Personal Selling and the Sales Transaction		
• Explain the importance of using your customer service techniques when selling a product.	C-11:	Interpersonal Skills
• List the five steps of personal selling.	C-11:	Interpersonal Skills
• Describe the three types of approaches used during personal selling.	C-11:	Interpersonal Skills
• List the five steps of self-service selling.	C-11:	Interpersonal Skills
• Tell why it is important to know the products sold in your store and how that knowledge can help you become a more successful salesperson.	C-11:	Interpersonal Skills
9: Scrambled Merchandising and the Buying Function		
• Compare the use of scrambled merchandising in a chain drugstore with its use in a neighborhood drugstore.	F-12:	Thinking Skills
• Explain each of the three decisions used in the buying function.	C-5:	Information
• List the factors used in deciding what kinds of products to buy.	F-8:	Thinking Skills
• Describe the role competition plays in determining the kinds of products to buy.	F-8:	Thinking Skills
• Name the parts of the open-to-buy formula and use it to perform sample calculations.	F-4:	Mathematics
10: Stockkeeping and Inventory Control		
• Explain how stockkeeping and inventory control are interconnected in the buying function.	C-2, 3: F-12:	Resources; Thinking Skills
• Describe the two types of stockkeeping.	C-5:	Information
• Define *just-in-time distribution* and why businesses use this system.	C-3: C-15:	Resources Systems
• Identify the three types of stock.	C-5:	Information
• Describe the four types of inventory control systems.	C-15:	Systems

11: Advertising and Promotion		
• Identify the different types of promotion used by drugstores and pharmacies.	C-5:	Information
• Explain the types of promotion best suited for supermarkets, neighborhood drugstores, and chain drugstores.	F-12:	Thinking Skills
• Define *wasted coverage.*	C-5:	Information
• Explain how personal selling and customer service fit into a store's promotional mix.	F-12: C-11:	Thinking Skills; Interpersonal Skills
• Describe how drugstores and pharmacies use visual merchandising to promote their products.	C-5:	Information
12: Training and Employment Opportunities		
• List several topics stores include in their training sessions for new employees.	C-5:	Information
• Identify ways professionals stay up-to-date in their fields.	C-5:	Information
• Explain how you can continue your own education.	F-11:	Thinking Skills
13: Moving Toward Supervisory/Management Duties		
• List and describe the five types of activities that managers perform.	C-7:	Information
• Identify at least three departmental tasks supervisors perform.	C-5:	Information
• List and describe the three categories of problem customers.	C-7: C-11:	Information; Interpersonal Skills
• Explain why performance evaluations are conducted.	F-12:	Thinking Skills
• Tell the difference between *discrimination* and *harassment.*	C-5: C-14:	Information; Interpersonal Skills

SCANS Competencies and Skills

I. Workplace Competencies

Resources
C-1 Allocates Time
C-2 Allocates Money
C-3 Allocates Material and Facility Resources
C-4 Allocates Human Resources

Information
C-5 Acquires and Evaluates Information
C-6 Organizes and Maintains Information
C-7 Interprets and Communicates Information
C-8 Uses Computers to Process Information

Interpersonal Skills
C-9 Participates as a Member of a Team
C-10 Teaches Others
C-11 Serves Clients/Customers
C-12 Exercises Leadership
C-13 Negotiates to Arrive at a Decision
C-14 Works with Cultural Diversity

Systems
C-15 Understands Systems
C-16 Monitors and Corrects Performance
C-17 Improves and Designs Systems

Technology
C-18 Selects Technology
C-19 Applies Technology to Task
C-20 Maintains and Troubleshoots Technology

II. Foundation Skills

Basic Skills
F-1 Reading
F-2 Writing
F-3 Arithmetic
F-4 Mathematics
F-5 Listening
F-6 Speaking

Thinking Skills
F-7 Creative Thinking
F-8 Decision Making
F-9 Problem Solving
F-10 Seeing Things in the Mind's Eye
F-11 Knowing How to Learn
F-12 Reasoning

Personal Qualities
F-13 Responsibility
F-14 Self-Esteem
F-15 Sociability
F-16 Self-Management
F-17 Integrity/Honesty

Reference: The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. *Skills and Tasks for Jobs: A SCANS Report for America 2000*, Tables 1-1 and 1-2, pp. 1-4 and 1-5, and Table 2-1, pp. 2-4 through 2-10. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Answers to "Checking for Understanding"

Assignment 1: Introduction to Marketing in the Pharmacy and Drugstore

1. *Why are stores diversifying their inventories?*

   Stores are diversifying their inventory to include products traditionally sold in specialty stores or grocery stores in order to compete in today's world.

2. *What are the three important marketing concepts, and how does each relate to your job as a sales clerk or pharmacy technician?*

   The three important marketing concepts are *understanding the customer's needs, knowing how and when a product is being advertised,* and *selling the product to the customer.* As a pharmacy technician or drugstore clerk, your most important duty is taking care of the customer's needs. It is important for the pharmacy technician and drugstore clerk to be aware of the kinds of products sold at the store, how the store chooses to advertise those products, and when and what the store is advertising. When it comes time to sell a product to a customer, your knowledge of the customer's needs, what sales the store may be running, and the store's philosophy of how to treat customers ties together.

3. *Why is customer service important?*

   The only way a store can succeed is to satisfy the customer. More and more, stores are placing customer service as a priority for all employees.

4. *Give a brief overview of how the store personnel where you are training use marketing.*

   Use your judgment in evaluating the student's response, which will probably include one or more of the three concepts in #2 above.

5. *List the four methods of ordering merchandise.*

   The four methods of ordering merchandise are *electronic order entry through a computer, electronic orders from an order machine to the store's own warehouse, manual inventory,* and *vendor stocking.*

Assignment 2: The Importance of Excellent Customer Service

1. *Briefly explain why customer service is so important.*

   Survival in today's business world is becoming more dependent on the amount and quality of customer service a store offers. The responsibility of good customer service falls on the drugstore clerk or pharmacy technician, who has the most direct contact with the customer.

2. *Describe at least three characteristics of a professional appearance for a drugstore clerk or pharmacy technician.*

   Use your judgment in evaluating the student's response, which should include concepts such as: Clothing should be neat and clean, hair should be clean and styled neatly, body should be clean (especially the hands), perfume or cologne should not be overpowering, deodorant should be used, discreet amounts of makeup and jewelry should be worn, etc.

3. *What is one easy way to provide good customer service?*

   An easy way to provide good customer service is to think of how you would like to be treated when you are the customer.

4. *What are at least three ways of projecting a positive and confident attitude through non-verbal communication?*

   Use your judgment in evaluating the student's response, which should include behaviors such as smiling, nodding your head, looking at the person who is talking, erect posture, etc.

5. *How can you offer customer service in a self-service store?*

   In a self-service store, you can greet customers as they enter the store, make comments such as "Come back and see us!" or "May I help you carry these to your car?"; also remember to say "Please" and "Thank you" often, keep an eye on the customers in your area of the store, and know what the store sells and where the items are located.

6. *What are some phrases you should use at work when you talk with customers?*

   Phrases you should use at work include "Please," "Thank you," and "Have a nice day," as well as other words that communicate that your store is willing to help in any way possible.

Assignment 3: Personal and Store Security

1. *Using your own words, briefly explain the differences between (a) robbery, (b) burglary, and (c) shoplifting.*

   Use your judgment in evaluating the student's response, which will probably include parts of the definitions for each of these terms.

2. *If you are approached by a robber, what are at least three key things to remember?*

   Use your judgment in evaluating the student's response, which will probably include one or more of the following:
   - Never try to stop a robber.
   - Cooperate with the robber.
   - Once the thief has left the store, call the police immediately.
   - Take a mental picture of the thief and accomplice(s).
   - Try to see if the thief or accomplice is driving a car.

3. *What are at least three things to notice when watching for shoplifters?*

   Use your judgment in evaluating the student's response. Refer to the highlighted list "Some Tips to Deter Shoplifting" in the student's manual.

4. *What is the best thing an employee can do to discourage a potential shoplifter?*

   The best thing an employee can do to discourage a potential shoplifter is approach the person and ask if you can be of service. Your remarks and attention will discourage the shoplifter.

5. *Briefly explain your store's policy regarding shoplifting.*

   Use your judgment in evaluating the student's response. Each employee should know his/her store's policy concerning shoplifting before working on the sales floor.

6. *Why are drugstores and pharmacies more vulnerable to theft than other stores?*

   Drugstores and pharmacies are more vulnerable to theft than other stores because of the drugs they have. People may try to rob the store for drugs to use themselves or to sell to others.

7. *Briefly describe how pharmacists regulate controlled substances.*

   Level 1 and 2 drugs are locked in a safe, while most Level 3 drugs are kept on the pharmacist's shelf. Some pharmacists may double-count all controlled substances, and some laws or store policies require that the pharmacist be the only employee to handle controlled substances. The pharmacist is to look for the DEA number on each prescription.

Assignment 4: How Prescription Drugs Are Dispensed

1. *Describe how a pharmacy is organized.*

   The layout of most pharmacies is the same; the pharmacist works on a raised area, while the pharmacy technician works on the same level as the sales floor. Pharmacies usually have a small staff, consisting of one or two pharmacists and a pharmacy technician.

2. *What are the basic duties of the pharmacist?*

   The pharmacist is responsible for taking an order for a new prescription or a change in a refill prescription. The pharmacist must also label the bottle containing the customer's prescription before the pharmacy technician can dispense the prescription. The pharmacist is also responsible for keeping inventory of all the drugs in the pharmacy and ordering them when necessary.

3. *List the four main duties of the pharmacy technician. Which one do you consider most important, and why?*

   The four main duties of the pharmacy technician are:
   - Answering the telephone
   - Processing refill orders
   - Handling sales transactions
   - Dealing with customers by phone and in person

   (Use your judgment in evaluating the student's response to which one is most important and why.)

4. *What are the two ways pharmacies receive new prescription orders? When can the pharmacy technician fill a new prescription?*

   New prescriptions can be ordered by telephone, or the customer can bring a written prescription to the pharmacy. The pharmacy technician can begin filling a new prescription once the pharmacist takes the order by phone or when a customer brings in a written prescription.

5. *What steps can the pharmacy technician perform to fill a prescription?*

   Refer to the highlighted list "Steps in Filling a Prescription" in the student's manual.

6. *Briefly describe how the pharmacy technician completes an order for a prescription refill.*

   The pharmacy technician can take an order for a prescription refill over the phone. However, if the refill changes in any way, the pharmacist must take the refill order. When the customer orders the refill over the phone, make sure to get the prescription number, the customer's name, type of drug and quantity, and the last refill date. If the customer doesn't have all the information required to refill the prescription, look up the customer's name on the computer. Then, follow the same steps as if the prescription were new.

7. *Give an example of how a pharmacy technician demonstrates good customer service.*

   Use your judgment in evaluating the student's response, which should include concepts such as most of the people who come into the pharmacy are sick, they don't feel well, they have just spent several hours in a doctor's office, and just want to go home. The technician's smiling face and fast service can help make the customer's day a little brighter.

Assignment 5: Nonprescription Drugs

1. *Why do drugstores and pharmacies rely on over-the-counter drugs as their major source of revenue?*

   Over-the-counter drugs and beauty aids usually have a higher markup than most other products and have quickly become a store's major source of profits.

2. *What are the six types of nonprescription drugs, and what do they do?*

   - Analgesics—used to relieve pain and sometimes fever and inflammation
   - Antacids—used to treat upset stomachs, heartburn, sour stomach, acid indigestion, and other symptoms of gastrointestinal distress
   - Laxatives—relieve constipation and ease the pain during bowel movements
   - Antihistamines—relieve hayfever and allergy symptoms
   - Decongestants—reduce swelling, particularly of the nasal passages, and are usually combined with antihistamines to relieve allergy symptoms
   - Vitamins and minerals—essential for normal body activity

3. *Should you recommend certain types of over-the-counter drugs to customers? Why or why not?*

   You should not recommend a particular type of OTC medication to customers, but you should be aware of what each type of nonprescription drugs does to the body in order to point customers in the right direction. Customers can usually get the information needed to make a buying decision from the package once you have shown them the medications.

4. *What should you do when a customer asks you what kind of medication to use?*

   If you are not sure what to recommend, always refer the customer to the pharmacist.

5. *Why should you not use an advertisement to determine the effectiveness of a drug?*

   You should not use an advertisement to determine the effectiveness of a drug because advertisements are designed to encourage the customer to purchase the advertised product and may or may not describe the effectiveness of the medication.

Assignment 6: Photos: Print Processing, Supplies, and Cameras

1. *Why are photo departments an important part of drugstore and pharmacy sales?*

   Photo departments in drugstores and pharmacies account for over 50% of the still and video sales in the country and almost 45% of photo finishing volume.

2. *Where are some good areas in the store to place cameras and camera supplies?*

   Cameras in the photo department will usually be placed in a high-traffic area, either in the front of the store or near the pharmacy. Disposable cameras are placed in the front near the cash register and in sections for vacation and weekend supplies. Holiday displays are also a

good area to place disposable cameras. Supplies, such as film, are found at the camera display, the photo processing kiosk, and in the weekend and vacation sections.

3. *How can you use suggestion selling with your other customer service skills?*

   Suggestion selling involves the salesperson recommending to a customer a product that can be used along with the item being purchased. You can use suggestion selling to suggest camera supplies that customers might need, such as film or a camera case.

4. *How can you use suggestion selling with customers who use the self-service photo processing kiosk?*

   You can use suggestion selling with customers who use the self-service photo processing kiosk by suggesting that they order reprints or asking if they need to purchase more film.

Assignment 7: Increasing Your Product Knowledge

1. *What is the difference between an item's features and its benefits?*

   Features are the actual physical characteristics and ingredients that make up a product. Benefits show how a product's ingredients and physical characteristics can help satisfy a customer's needs.

2. *How can a sales story use features and benefits to convince a customer to buy a product?*

   In the sales story you tell the customer the features of a product and why the features can benefit the customer. You give the customer several commonsense reasons for buying that particular product.

3. *Why would you not want to use price first as a selling point?*

   The customer should be interested in an item for its other selling points, such as suitability or comfort, before the sales clerk uses price to close the sale.

4. *How can you find out what a customer's needs are?*

   The customer may come to the drugstore or pharmacy with a particular product in mind but may ask you a question or for a recommendation on a product. You can then ask the customer for more information if necessary before using a product's selling points to help the customer decide what to buy.

5. *List at least three sources of merchandise information.*

   The sources cited in the student's manual include:
   - Read the package inserts.
   - Talk to the vendor who stocks your store.
   - Talk to the pharmacist about over-the-counter medications.
   - Pay attention to advertisements.
   - Read wholesale catalogs and trade journals.

Assignment 8: Personal Selling and the Sales Transaction

1. *How can good customer service convince a customer to purchase a product?*

   The customer service techniques described in assignment 2 are the basic ingredients needed to become a successful salesperson. Your attitude and appearance are important factors in

making the customer feel comfortable in asking for your help, and in taking your advice about a product.

2. *List and describe the five steps of personal selling.*

   The five steps of personal selling include the following:
   - *Preapproach* involves learning about products, store policies and services, and the locations of items in the store so that you know the answers when customers ask questions
   - *Approach* sometimes referred to as the *customer welcome* and can take the form of a greeting, a request to be of service, or a comment about merchandise before the customer asks for help
   - *Sales Presentation* involves determining the customer's needs by asking questions and then beginning the selling process
   - *Closing the Sale* occurs when the customer has decided that the product meets his or her needs and you then conclude the purchase
   - *Suggestion Selling* involves selling a product that complements the item already being purchased by a customer, such as batteries to go with a camera or flashlight

3. *List and describe the steps used to sell products in a self-service store.*

   The five steps used to sell products in a self-service store include:
   - *Preapproach*: Pass near the customer and make eye contact. If the customer does not speak or show that service is desired, move on.
   - *Observation*: Quietly and discreetly watch customers without making them aware of you so that you are prepared when customers show they need help.
   - *Approach*: Ask "Did you find what you were looking for?" and point the customer in the right direction. Answer any questions the customer may have about the product.
   - *Making the sale:* After answering any questions the customer might have and you feel that you can sell related items, apply the personal selling rules discussed earlier.
   - *Departing*: After you have served the customer, give the customer the opportunity to look around the store and to continue shopping.

4. *What do personal selling and self-service selling have in common?*

   Both personal selling and self-service selling have a preapproach, an approach, a way to make the sale, and a way to end customer contact.

5. *What are some phrases you might use when approaching a customer?*

   When approaching a customer, you might say, "Good morning" (greeting approach), "How can I help you?" (service approach), or "That particular camera is very durable and is great for outdoor vacations" (merchandise approach).

6. *List and give an original example of at least four suggestion selling techniques.*

   Use your judgment and information in the student's manual in evaluating the student's examples. The student should choose four suggestion selling techniques from the following:
   - Alternate selling
   - Related selling
   - Seasonal selling
   - Selling new items
   - Combination selling
   - Trading up
   - Multiple selling
   - Selling larger sizes
   - Selling extras

7. *Why is it important to know the products sold in your store?*

   In the sales presentation, you begin to sell the product to the customer by asking questions to determine the customer's needs and matching those needs to a particular product. Your knowledge of a product's features and benefits is important in building the customer's confidence in you, which will result in increased sales and store profit.

Assignment 9: Scrambled Merchandising and the Buying Function

1. *How is scrambled merchandising used in neighborhood drugstores, chain drugstores, and drugstores in supermarkets?*

   Scrambled merchandising is offering a wide assortment of goods in one store and is also known as *mixed merchandising*. The pharmacy and health and beauty departments in supermarkets are parts of the scrambled merchandising concept being applied to the whole store. Chain drugstores and traditional drugstores, on the other hand, must use the scrambled merchandising concept on a smaller level and for a particular type of customer.

2. *How can a smaller store compete with chain drugstores and supermarkets that offer many varieties of products?*

   Smaller stores cannot compete with the prices and quantities of merchandise offered by mass merchandisers and supermarkets. Therefore, smaller stores must keep smaller inventories of these items and make sure not to become overstocked, especially with first-aid, toiletries, and nonprescription medicines. Most drugstores and pharmacies will carry only the national brands because they require less advertising and selling effort by the store, as the customer already knows the brand. Also, manufacturers of national brands support the advertising of their products and take the responsibility for the product.

3. *Explain each of the three decisions a buyer must make before ordering merchandise.*

   Before ordering merchandise a buyer must decide:
   - *What to buy*—based on information from full-service wholesalers, changing buying patterns, and the demands of customers
   - *Where to buy*—based on the amount of merchandise they purchase, they can buy straight from the manufacturer or supplier or through wholesalers
   - *How much to buy*—based on product sales and inventory records

4. *List the factors used to decide what products to buy.*

   The factors used to decide what products to buy include:
   - The store's location
   - What kinds of customers visit the store
   - The economy of the region
   - Future growth plans of the store and the community as a whole

5. *How does competition affect a store's decision on what products to buy?*

   Mass merchandisers and supermarkets can offer extensive lines of merchandise at low prices. Smaller stores cannot compete with the prices and quantities of merchandise offered. Therefore, smaller stores must keep smaller inventories of these items and make sure not to become overstocked. Most drugstores and pharmacies will carry only the national brands of first aid, toiletries, and nonprescription medicines.

6. *How do buyers calculate the selling price of merchandise?*

   A product's selling price must take into account the cost of the product, the store's overhead expenses and overall cost of doing business, as well as a reasonable profit. Pricing products also depends on the kind of image a store wants to project, the area in which the store is located, and the type of customer who visits the store.

Assignment 10: Stockkeeping and Inventory Control

1. *How are stockkeeping and inventory control interconnected in the buying function?*

   Stockkeeping and inventory control work together to help stores keep track of the amount of merchandise being sold and when it is time to order more merchandise. They can also make a store's merchandising plan more successful.

2. *What is the difference between in-store stockkeeping and warehouse stockkeeping?*

   In-store warehousing involves keeping the stock as close to the selling point as possible, either on display fixtures, elsewhere on the sales floor, or off the sales floor in a stockroom. Warehouse stockkeeping involves the merchandise being stored away from the store in another building that may be in the same city or out of town.

3. *Why are businesses using just-in-time (JIT) distribution?*

   Just-in-time distribution involves moving the merchandise from the manufacturer or central warehouse to the store just when the customer needs it. Businesses are using this system because less inventory is required. Because the business must pay taxes based on its inventory, it can save money when less inventory is on hand.

4. *What are the three types of stock, and how can you as a drugstore clerk or pharmacy technician help maintain each type of stock?*

   - *Display stock:* The drugstore clerk needs to keep all display fixtures filled with merchandise to facilitate self-service.
   - *Forward stock:* The drugstore clerk needs to know where additional stock is located on the sales floor so that displays can be replenished easily.
   - *Reserve stock:* The drugstore clerk needs to know where stock is kept in the central stockroom so that merchandise can be brought out onto the sales floor when needed.

5. *List and describe* at least *three types of inventory control systems.*

   The four types of inventory control systems are:
   - *Dollar stock control* shows the worth of goods in cost or retail prices
   - *Unit control* shows the number of items of each type of merchandise in stock, on order, or sold; helps the buyer decide what products are selling and which need to be ordered
   - *Physical inventory* involves an actual physical count of merchandise on hand; helps identify the dollar value of shortages from theft, accounting errors, damage, or other errors
   - *Perpetual inventory* provides continual information on sales and inventory; can be performed manually or by computer

6. *Why are stockkeeping and inventory control so important to the success of a drugstore or pharmacy?*

   Good stockkeeping and inventory control systems can mean bigger profits for the store and are the two main avenues a buyer has to determine what products the drugstore and pharmacy should sell.

Assignment 11: Advertising and Promotion

1. *What are the five main types of promotion used by drugstores and pharmacies?*

   The five main types of promotion used by drugstores and pharmacies include:
   - Circulars
   - Newspaper advertisements
   - Radio and television advertisements
   - Personal selling and customer service
   - Visual merchandising

2. *Why is it important for a store to use a promotional mix to attract customers?*

   Your store can gain a competitive advantage by using a promotional mix to attract a larger share of the buying public than it would have had using just one form of promotion.

3. *List* at least *three kinds of information a customer can learn from a store's promotion.*

   Use your judgment in evaluating this response, but possible information includes:
   - Products and services available
   - Prices of products and services
   - Store address, phone number
   - Dates of special promotions
   - How products can be used
   - What products look like

4. *What kinds of advertising does your store use in its promotional mix?*

   Use your judgment in evaluating this response.

5. *Give an example of* wasted coverage.

   Wasted coverage involves advertising to people who are not potential customers nor the target audience. Use your judgment in evaluating the student's example of wasted coverage, using information presented in the student manual as a reference.

6. *What role does the drugstore clerk or pharmacy technician play in the store's promotional mix?*

   As the drugstore clerk or pharmacy technician, you can help promote the store through excellent customer service and use of your personal selling techniques. It is also important to make sure enough of an advertised product is available, so restock depleted items as needed.

7. *How do drugstores and pharmacies use visual merchandising to promote their products?*

   Window displays and smaller, in-store displays should tie with newspaper ads, circulars, or broadcast ads. The store should ensure that adequate stock is on the shelves and is available from the warehouse to support the resulting customer demand.

Assignment 12: Training and Employment Opportunities

1. *What type of training program does your employer offer new employees?*

   The student will have to find out this information from his or her employer and describe it.

2. *If you had the opportunity, what additional areas would you like to see included in your employer's training programs?*

   Use your judgment in evaluating the student's response.

3. *Which trade journals does your store receive?*

   The student will have to find out this information from his or her employer.

4. *What types of professions and businesses interact with your store on a daily basis?*

   The student will have to find out this information from his or her employer.

5. *How many people who work at your store currently attend, or plan to attend, a college or university?*

   The student will have to find out this information from his or her employer and/or co-workers.

6. *List* at least *three options available to you, upon high school graduation, for continuing your education.*

   Options available to students upon graduation from high school include:
   - Community colleges
   - Four-year colleges and universities
   - Continuing education (seminars, professional journals, etc.)
   - Trade and technical schools
   - Internships

Assignment 13: Moving Toward Supervisory/Management Duties

1. *Describe each of the five types of activities that managers perform.*

   The five types of activities that managers perform include:
   - *Planning*—selecting objectives and deciding how to reach them
   - *Organizing*—deciding who is to do what and how the individual employees' tasks relate to each other
   - *Staffing*—recruiting, assigning, training, and promoting employees
   - *Directing*—supervising other people so that they are most productive in reaching the company's goals
   - *Controlling*—making sure that progress is being made toward the company's goals and objectives

2. *What are the four departmental responsibilities that supervisors perform?*

   The four departmental responsibilities that supervisors perform include:
   - Opening and closing departments
   - Opening and closing registers
   - Handling difficult customers
   - Making reports

3. *Describe each of the three categories of problem customers.*

   Problem customers can usually be placed in one of the three following categories:
   - *Emotional*—upset or in a bad mood, which may have nothing to do with the employee or store
   - *Sarcastic*—pleasant in what is said but not in how it is said
   - *Superior*—always seems to know more about everything than you or any other employee

4. *What should you remember when handling customer problems or complaints?*

   You should remember to remain calm and professional in your approach. Customers expect you to do something about their problems. The seriousness of the problem and the type of action required will determine who has the authority to handle the complaint and its resulting decision.

5. *List* at least *three employee motivators.*

Examples of motivators include, but are not limited to:

- Money, in the form of salary and bonuses
- Advancement opportunities
- Challenging work
- Good working conditions
- Recognition for a job well done

6. *When should a supervisor discuss an employee's poor work habits,* and why?

As a supervisor, you should not let poor work habits go without correction until the next evaluation. In a healthy management/employee relationship, there is ongoing discussion about the most efficient way to do a job. Corrections and adjustments are best made at the time they are noticed, not delayed until evaluation.

7. *What is the difference between* discrimination *and* harassment?

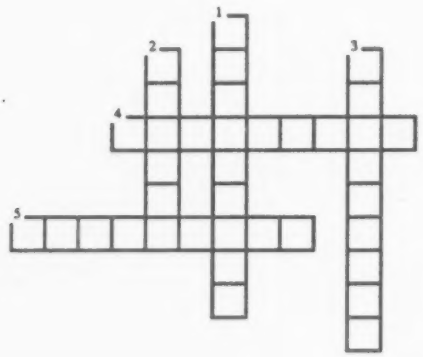
Discrimination involves treating someone differently based on race, sex, religion, or ethnic background, which is illegal. *Harassment*, on the other hand, is also illegal but involves an attempt to torment someone through repeated remarks or physical contact.

Learning Activities

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

4. The stock of all products currently available at a store
5. To sell items that are different from the type of products traditionally offered at a store

DOWN

1. Using print and broadcast ads and in-store signs and stickers to promote a store's products and services
2. A supplier of merchandise and related services
3. Finding out the products and services people want, then advertising and selling them to the customer

Learning Activity 2
Creating a Drugstore/Pharmacy Portfolio

ASSIGNMENT 1
Introduction to Marketing

Objective: To collect and organize information

Background: To stay up-to-date with current industry trends, professionals in drugstores and pharmacies collect articles and other business-related information. They might save these important items in a pocket folder or portfolio.

Instructions: You are to begin collecting and organizing a drugstore/pharmacy portfolio consisting of articles relating to this and other assignments in this book; notes from videos, tours, and guest lecturers; brochures and pamphlets collected from drugstores and pharmacies; and any assigned research reports. You are to update your portfolio weekly and keep the items organized so that you can find what you will need to complete later assignments. Once you have five items in your portfolio and an organization system established, explain the contents of your portfolio to your instructor.

Objective: To observe store layouts and merchandise assortments

Background: In order to learn more about drugstores and pharmacies, you need to plan a field trip to observe store layouts and merchandise assortments. By comparing a traditional drugstore to a large chain store or supermarket pharmacy, you can compare their similarities and differences. Regardless of the operation, to keep customers satisfied and returning to the store, the products they want and need must be in stock, conveniently found within the store, and available for purchase.

Instructions: Using the research ideas listed below (and others you and/or your instructor might add), visit a traditional drugstore and a large chain store or supermarket pharmacy. Submit a one-page summary of the similarities and differences of the two types of operations. When this report is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Possible Research Ideas

- Price at least five basic nonprescription items (by brand).
- Ask the owner/manager at least five basic questions about buying, operations, sales, marketing, and other areas of concern.
- Ask the pharmacist at least five basic questions about his/her job responsibilities.
- Ask the pharmacy technician at least three basic questions about his/her job responsibilities.
- Ask the sales clerk/cashier at least three basic questions about his/her job responsibilities.

Learning Activity 1
Words to Remember

ASSIGNMENT 2
The Importance of Excellent Customer Service

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

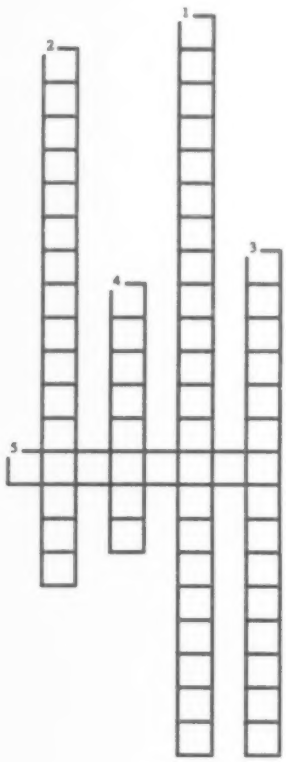
Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.

ACROSS

5. The way your thoughts affect your behavior and feelings

DOWN

1. Transmitting an attitude or emotion through body movements and facial expressions
2. Customers can walk in, find what they need, and make their purchases without the aid of a store employee
3. Identifying customers who need help, approaching them with a positive attitude, and providing them with help
4. The positive feeling a customer has toward the store



Learning Activity 2
Analyzing a Case Study

ASSIGNMENT 2
The Importance of Excellent Customer Service

Objective: To respond to questions based on a case study

Background: Having the proper customer service attitude and a neat, clean personal appearance are important qualities for employees required to meet the public. Many times, managers make decisions about additional responsibilities and promotions as much on the basis of these qualities as on the work their employees perform.

Instructions: Read the following case study, and answer the questions that follow. Submit your responses to your instructor. When this activity is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Case Study Situation

As the sales manager for a local drugstore with several locations, you plan to add a new line of exclusive personal care products for men. These products include shave lotions, colognes, soaps, and hair grooming aids. They will be marketed to better department stores and specialty shops, like your drugstores. In your sales meetings you have stressed the importance of setting the right tone and atmosphere and creating the right image for the products. You have repeated that the words "exclusive" and "discriminating taste" are to be used in promoting the products.

You have a well-trained sales staff at each store, but you notice that one or two are not dressed and groomed as you would like. One young man wears an open-collar sports shirt and denim jeans. One female salesperson likes fashion jewelry—so much so that she wears an abundance of bracelets, necklaces, gold chains, and glittery belts.

Considering the need to get these products introduced and promoted properly and the necessity for creating the proper image, you must make a decision about these two salespeople.

Questions

1. Can you assume that they know the necessity for dressing properly on the job, or should you have an individual meeting with each? Explain the reason(s) for the option you choose.

2. Can you assume that each salesperson knows the necessity for dressing appropriately or do you need another staff meeting to discuss the image problem? Explain your reason(s).

3. If you decide to talk with each salesperson individually, what will you tell them about professional dress and grooming?

4. If you decide to have a staff meeting with everyone present, how will you justify your insistence on professional dress and grooming?

Learning Activity 3
Sketching a Store Layout

ASSIGNMENT 2
The Importance of Excellent Customer Service

Objective: To diagram and label a store layout

Background: In order to provide excellent customer service, you need to know where merchandise is located. This way, you can help self-service customers find what they need, and you will remember the location of merchandise you might suggest when using personal selling techniques.

Instructions: Sketch a simple floor plan of your drugstore, showing its approximate dimensions. Label the location of the pharmacy, each major department area, stockroom, and other areas, such as restrooms and offices. Indicate the location of the entrance, other doors, and display windows. You may include exterior features, such as the parking area, sign, sidewalk, and drive-up window. Submit your sketch to your instructor. When the sketch is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Learning Activity 4
Hosting a Guest Speaker

ASSIGNMENT 2
The Importance of Excellent Customer Service

Objective: To learn more about the importance of providing excellent customer service

Background: Excellent customer service separates the successful stores from the failures. You should never underestimate a customer's reaction to your attitude, appearance, and helpfulness.

Instructions:

1. Prepare a letter of invitation to the owner of a small drugstore to give a presentation on the various aspects of providing excellent customer service.
2. Use the topics listed below (and those you and/or your instructor might add) to learn more about current techniques and future trends.
3. If you know of a retired drugstore owner, invite him or her to discuss the methods used over the past thirty to forty years and how they are similar and different from current methods and trends for the future.
4. Submit a one-page summary of the presentation to your instructor.
5. When the summary is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Possible Topics

- How can the employee's attitude affect the customer's opinion of the drugstore or pharmacy?
- How can the employee's appearance affect the customer's opinion of the drugstore or pharmacy?
- How can the employee's nonverbal communication affect the customer's opinion of the drugstore or pharmacy?
- What are three important things for new employees to remember in providing in-person customer service?
- What are three things to remember in providing customer service over the telephone?
- Why do you think providing excellent customer service is important to your business?
- What specific training do you provide new employees regarding customer service?

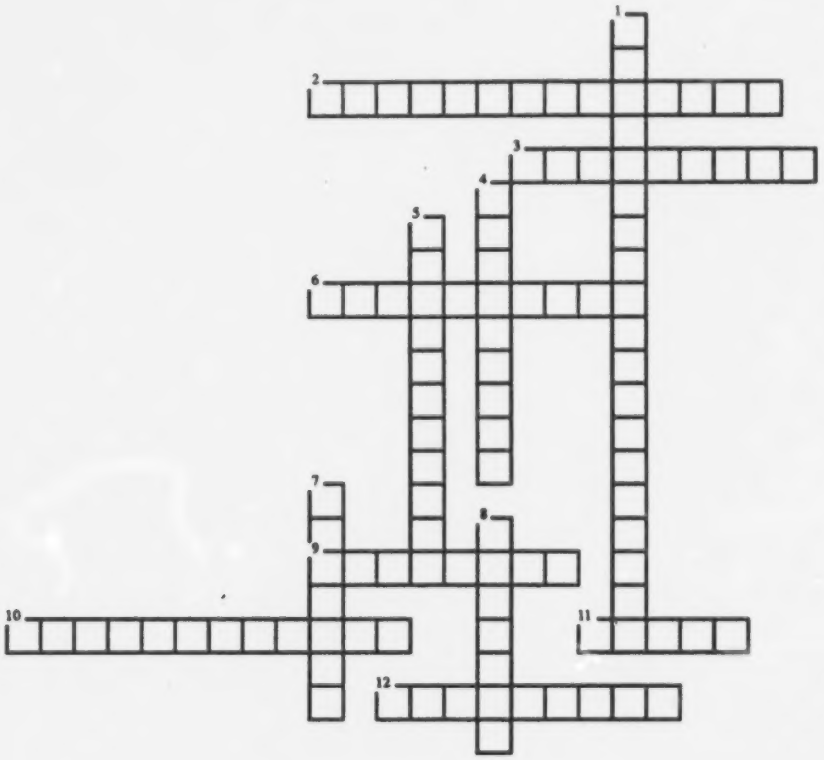
Learning Activity 1
Words to Remember

ASSIGNMENT 3
Personal and Store Security

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

2. The activities a business performs in order to eliminate or reduce theft and expenses
3. To stop a person inside or outside a store on the suspicion of taking money or merchandise
6. A person working with a robber

DOWN

1. Any drug or substance that has the potential for abuse or physical/ psychological dependence
4. The money a business has after the costs and expenses of running the business are subtracted

ACROSS (continued)

9. The taking of money, merchandise, or property from a store after breaking and entering
10. The stealing of money from the store by an employee
11. To discourage or prevent from happening
12. Assigned by the federal Drug Enforcement Administration to every doctor who prescribes controlled substances

DOWN (continued)

5. The taking of merchandise from a store without paying for it by a customer or other nonemployee
7. The taking of money, merchandise, or property by threatening force or physical violence on employees
8. Also known as pilferage; the stealing of merchandise from the store by an employee

Objective: To identify and analyze safety and security procedures in drugstores and pharmacies

Background: Because most drugstores and neighborhood pharmacies have a small staff, they can be vulnerable to robbery and shoplifting. You need to know what policies your company has established to deal with safety and security issues.

Instructions: If you are employed, obtain a policy manual from your supervisor. In a three- to five-minute oral presentation (or two-page written summary) share with your classmates your company's policies for handling (1) shoplifters, (2) employee theft, (3) hazardous materials, (4) accidents, and (5) controlled substances. Include in your presentation any new security methods being used at your training station, as well as the potential problems encountered with using those new methods. Submit the notes from your oral presentation or your summary to your instructor. When the activity is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Learning Activity 3
Analyzing High-Risk Situations

ASSIGNMENT 3
Personal and Store Security

Objective: To read a situation and analyze the safety and/or security risk

Background: The losses from theft and insurance claims for accidents and other situations can cut severely into the profits of a drugstore or pharmacy. With your attention to the customer and the upkeep of your area, you can make the store a safe and secure work environment.

Instructions: Read the following situations and answer the question(s) that follow on a separate sheet of paper. Submit your responses to your instructor. When this activity is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Situation 1
Susan Jones, the cosmetics department manager in a mid-sized drugstore, has just caught a young girl shoplifting in her store. The girl took inexpensive makeup items and seemed genuinely sorry for her actions. After listening to her tearful apology and hearing the girl tell how her father would beat her if he had to go to the police station to get her out of trouble, Ms. Jones decides to let her go. Do you agree with her decision? Explain.

Situation 2
Michael Thomas, the drugstore manager, is debating the installation of an alarm system to discourage burglary. What would you advise him? (Give at least one advantage and one disadvantage of an alarm system.)

Situation 3
Jennifer Gage, a registered pharmacist for a supermarket chain, is considering buying a gun to keep under the counter for use in the event of a robbery. Do you think this is a good idea? Explain.

Situation 4
After having a number of recent shoplifting incidents, Ms. Jones is considering changing the way her cosmetics department is arranged. What are at least three suggestions you might make to her?

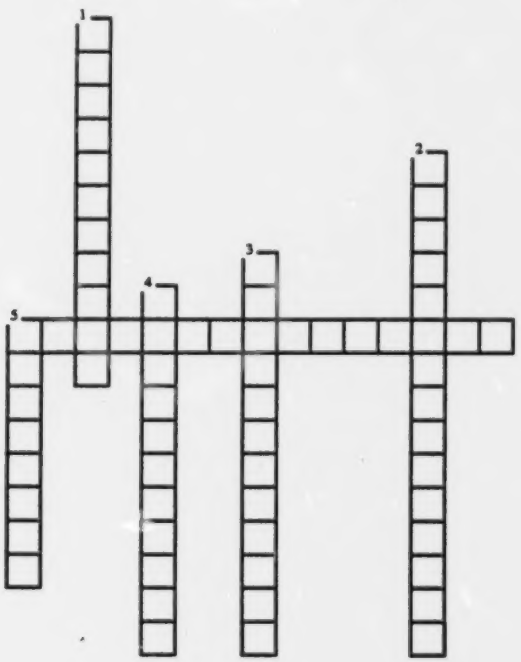
Learning Activity 1
Words to Remember

ASSIGNMENT 4
How Prescription Drugs Are Dispensed

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found at the end of the assignment.



ACROSS

5. Unwanted or unsafe reactions that occur when a prescription is taken in combination with other items

DOWN

1. A drug that is not trademarked but meets the same stringent tests as the original brand-name drug
2. Usually orange, these warnings give the patient vital information
3. A written or verbal order for medication
4. Adverse reactions a body might have to a drug taken to treat specific symptoms
5. To prepare and distribute the prescribed medication to the patient

Objective: To identify common tasks and responsibilities found in job descriptions for a pharmacist and pharmacy technician

Background: Most pharmacies are organized in the same basic way, with an area where pharmacists dispense prescriptions, assisted in some tasks by pharmacy technicians. You must learn what procedures must be performed by a registered pharmacist and which ones can be performed by other drugstore or pharmacy employees.

Instructions: Using the information in the assignment as a starting point, develop two job descriptions—one for the pharmacist and one for the pharmacy technician (or drugstore sales clerk). Each job description should include at least five tasks or responsibilities. Take your two job descriptions to your training station and ask the pharmacist to review them. Add, change, or delete tasks and responsibilities to make the job descriptions you developed fit industry standards. Submit your modified job descriptions to your instructor. When the job descriptions are returned to you, add them to your Drugstore/Pharmacy Portfolio.

Objective: To describe functions performed by the pharmacist's computer, identifying which can be initiated only by a registered pharmacist and which can be done by other employees

Background: A computerized prescription-processing operation yields accurate medications in a more timely manner than completing the procedure by hand. However, a number of functions must be performed only by the registered pharmacist. When working as a pharmacy technician, you must learn which functions you can perform and which must be done by the pharmacist.

Instructions: Interview the registered pharmacist at your drugstore or pharmacy to find out the type of computer and program used to process prescriptions. List and describe the functions performed by the computer system. Prepare a checklist of these functions, and indicate which of these you can do. Indicate those functions that can be performed only by the registered pharmacist. Submit your findings to your instructor. When the report is returned to you, add it to your Drugstore/Pharmacy Portfolio.

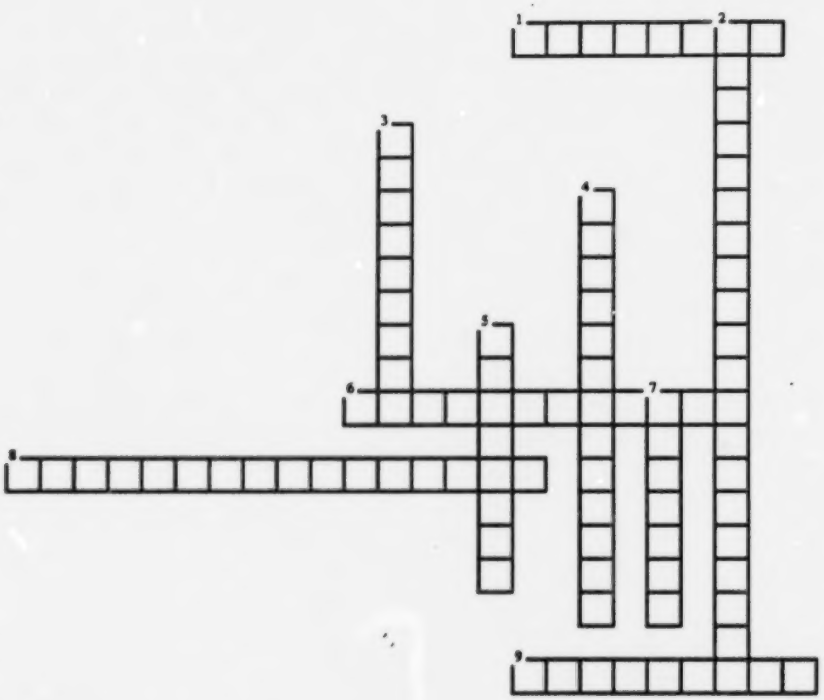
Learning Activity 1
Words to Remember

ASSIGNMENT 5
Nonprescription Drugs

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

1. Organic substances essential for metabolism, development, and growth of the body
6. An agent that reduces swelling, especially in nasal passages
8. A drug that reduces inflammation of the body tissues
9. A medicine that relieves pain; can also be used to reduce fever and inflammation

DOWN

2. Commonly called over-the-counter (OTC) drugs because they do not require prescriptions
3. A chemical found in body tissue; usually becomes active when cells are damaged
4. A drug that blocks the action of histamine at histamine-receptor sites
5. Inorganic substances essential for the formation, growth, and regulation of body functions
7. An agent that reduces or neutralizes acidity, especially in the digestive tract

Objective: To locate and communicate nonprescription drug information

Background: Regardless of the type of drugstore or pharmacy setting, the nonprescription drug department significantly affects sales volume and, in turn, the store's profit margin. An interview with a drugstore manager will help you better understand the diversity of products found in this department.

Instructions: Get the following information on the nonprescription drug department from your training sponsor or other full-time employee. Respond to the summative question, using the back of this page for additional writing space. Submit this activity to your instructor. When it is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Interview Questions

1. Approximately how many different items are stocked in your training station's nonprescription drug department?

2. What are the ten best-selling products?

3. What are the five leading profit producers?

4. Upon what basis does the buyer of these products decide what new products or product lines will be added?

5. Approximately what percentage of total store sales is derived from this department?

6. How many different product groupings/classifications are used in merchandising this area?

Summative Question

Why should the above information be included in the training of new drugstore and pharmacy employees?

Objective: To become aware of consumer concerns about nonprescription drugs

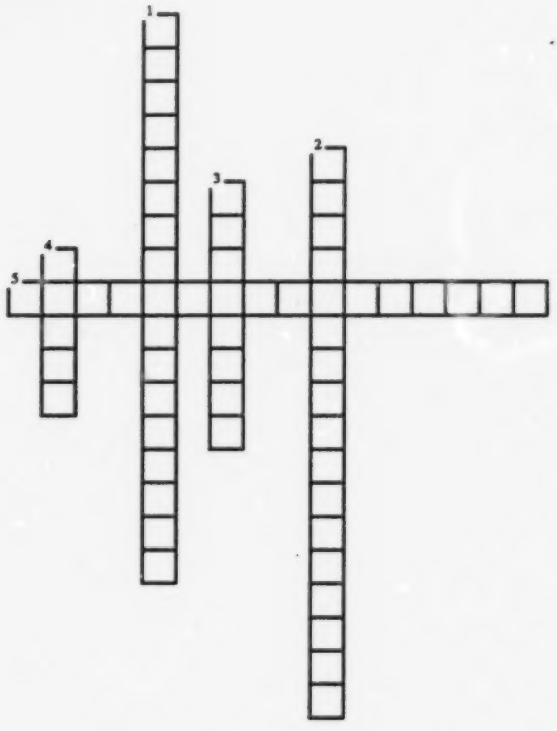
Background: Although nonprescription drugs are the mainstay of drugstores and pharmacies, issues frequently surface that affect customer perceptions of these products. Manufacturers and retailers must constantly stay up-to-date with the issues and trends in order to offer confident, reliable information to their customers.

Instructions: You are to use one or more resources to identify at least three consumer issues affecting the sales of nonprescription drugs. Resources can include articles in metropolitan newspapers, trade journals, and popular magazines, as well as interviews with pharmacists. Submit to your instructor a one-page summary of the issues and what actions the industry is taking to address them. When the summary is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

5. A camera that comes loaded with film for one-time use

DOWN

1. A camera that requires the film be sent to a developer for processing
2. Recommending a product that can be used along with the item being purchased
3. A camera that develops the film as soon as the picture is taken
4. A self-service booth in the front of a drugstore where customers place their film for developing

Objective: To describe photo-related services

Background: Since many pharmacies and drugstores offer photo-related services, you need to know the photo-finishing procedures and services available at your training station. The more you know about what you sell, the better you can communicate that information to customers—and the more often those customers will return to your store for their photo-related needs.

Instructions: Describe the photo-finishing procedures used by your training station, including the services offered and the approximate time required. For each service, describe one or more promotional techniques the store uses. You may include actual print advertisements, statement stuffers, or other information. Submit a one-page summary of this information to your instructor. When the summary is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Learning Activity 3
Role-Playing

ASSIGNMENT 6
Photos: Print Processing, Supplies, and Cameras

Objective: To relate product information to the customer

Background: The photo and camera department can be a major source of revenue for drugstores and pharmacies. You need to learn about the products and services offered for sale and to use suggestion selling techniques to encourage the customer to purchase other camera supplies.

Instructions: You are to select a product sold in the photo department and write a list of its features and the benefits to the customer. Find out which products and services can be suggested. For more information about selling techniques, consult your marketing education textbook or assignment 8, "Personal Selling and the Sales Transaction." Plan your sales situation, borrowing the product from your training station if possible. Your instructor will assign one of your classmates to be your "customer" and critique your sales presentation. When it is returned to you, add the critique to your Drugstore/Pharmacy Portfolio.

Objective: To plan a photo department training conversation with a new employee

Background: One way to measure how well you know and understand new information is to organize and communicate that information to someone else. Many times employees provide on-the-job training to new employees, so they must be able to explain the details of their tasks and responsibilities.

Instructions: Read the situation below, and write a one-page summary of the training conversation you would have with your new trainee. Submit your summary to your instructor. When the summary is returned to you, add it to your Drugstore/ Pharmacy Portfolio.

Situation

You have been a full-time employee of a neighborhood drugstore/pharmacy that has a highly successful photo department. Unfortunately, your co-worker with the highest sales volume has been transferred to another location. A new employee has been hired and eagerly awaits training with you in the photo department. The photo department in your store fits the description in this assignment, so plan your training conversation accordingly, improvising where necessary or desired.

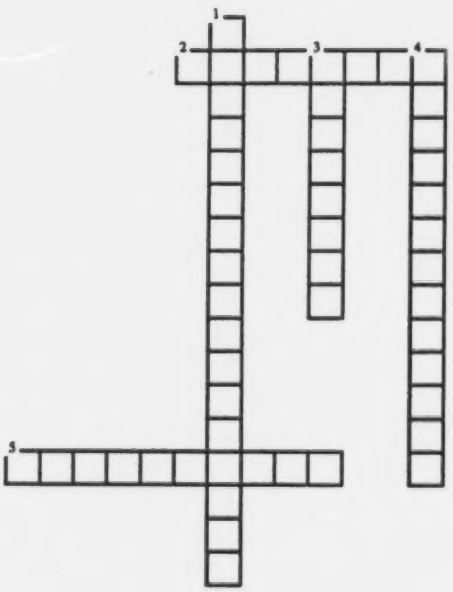
Learning Activity 1
Words to Remember

ASSIGNMENT 7
Increasing Your Product Knowledge

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

2. How a product's ingredients and physical characteristics can help satisfy a customer's needs
5. Telling a customer how a product's features can benefit the customer

DOWN

1. The reasons why a customer chooses a product
3. The actual physical characteristics and ingredients that make up a product
4. Statements or facts about a product that help a customer decide to buy the item

Learning Activity 2
Creating a Feature-Benefit Analysis

ASSIGNMENT 7
Increasing Your Product Knowledge

Objective: To use sources of merchandise information to learn more about products found in the drugstore/pharmacy

Background: Keeping up with today's over-the-counter drugs can be a challenging task, but it is necessary in order to sell them. You, as a well-informed drugstore clerk or pharmacy technician, can help steer a customer's decision and make the customer feel important with the attention you give. You need to stay up-to-date with the newest brands being advertised, as well as the products' features, benefits, and selling points.

Instructions: Select a nonprescription drug found in the pharmacy or drugstore. Bring to class three to five sources of information about this product. You can contact local vendors, borrow promotional materials available from your training station, consult trade journals or other sources in the library, collect advertisements from popular magazines, or bring in the product itself. Using these information sources, prepare a feature-benefit analysis using the outline below. Submit your analysis to your instructor. When the analysis is returned to you, add it to your Drugstore/ Pharmacy Portfolio.

Feature-Benefit Analysis

1. Type and Brand of Product: _____

2. At least three features: / At least one benefit per feature:

   a. _____ 1. _____
   2. _____

   b. _____ 1. _____
   2. _____

   c. _____ 1. _____
   2. _____

   d. _____ 1. _____
   2. _____

3. At least three reasons a customer might choose this product over its competitor(s):

   a. _____
   b. _____
   c. _____

Learning Activity 3
Identifying Product Lines

ASSIGNMENT 7
Increasing Your Product Knowledge

Objective: To list and identify major product lines carried by a drugstore or pharmacy

Background: Even a small neighborhood drugstore carries a wide assortment of products, so the drugstore clerk or pharmacy technician must have a broad base of product knowledge in order to provide good customer service. The customer will expect the employee to know the location and general information about the products sold in the store, even if they are not in your department or area. The more you know about the merchandise carried in the store, the more confidence the customer will have in you and the more likely the customer will be to return to make future purchases.

Instructions: Visit your own training station or another drugstore or pharmacy in order to collect information to be categorized in the chart below. You are to have at least five product categories, such as hair care or snack food; at least four particular items in each category; and the item's brand name. Submit your findings to your instructor. When this activity is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Product Line Information

Name of Drugstore/Pharmacy Visited: _____

Product Category	Item	Its Brand Name
1.	a.	a.
	b.	b.
	c.	c.
	d.	d.
	e.	e.
2.	a.	a.
	b.	b.
	c.	c.
	d.	d.
	e.	e.
3.	a.	a.
	b.	b.
	c.	c.
	d.	d.
	e.	e.
4.	a.	a.
	b.	b.
	c.	c.
	d.	d.
	e.	e.

Product Category	Item	Its Brand Name
5.	a.	a.
	b.	b.
	c.	c.
	d.	d.
	e.	e.
6.	a.	a.
	b.	b.
	c.	c.
	d.	d.
	e.	e.

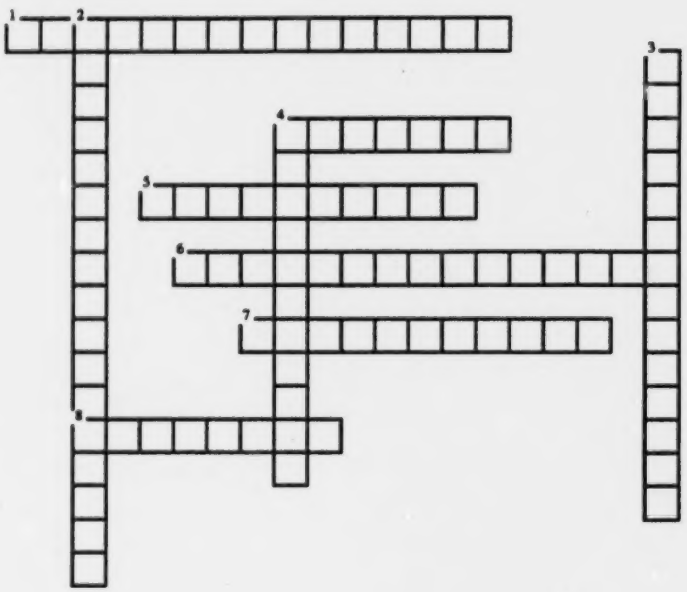
Learning Activity 1
Words to Remember

ASSIGNMENT 8
Personal Selling and the Sales Transaction

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

1. Being aware of customer's needs and how you can satisfy them
4. Giving up property to another for money or for trade or giving personal service for money
5. One who poses as a customer to steal merchandise
6. Working one-on-one with customers to sell products and services that meet their needs
7. The salesperson learns about products, store policies and services, and the locations of items in the store
8. Sometimes referred to as the customer greeting

DOWN

2. The salesperson determines the customer's needs by asking questions and begins the selling process
3. The customer has decided that the product meets his/her needs, so the salesperson concludes the purchase
4. Displaying merchandise so that the customer can make a selection without the aid of a salesperson

Learning Activity 2
Suggestion Selling

ASSIGNMENT 8
Personal Selling and the Sales Transaction

Objective: To make related items suggestions

Background: In order to provide excellent customer service, you should suggest merchandise related to the original purchase. Customers will appreciate the fact that you reminded them that their purchase requires batteries or that the medication needs to be applied with cotton swabs, which they may not have at home.

Instructions: Suggest *at least* two related items that might be needed by the customer for each of the following merchandise purchases. Submit this activity to your instructor. When it is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Original Purchase	Suggestion 1	Suggestion 2	Suggestion 3
Cough syrup			
Shampoo			
Greeting card			
Box of candy			
Roll of film			
Heating pad			
Sunglasses			
Throat lozenges			
Surgical dressings			
Toothpaste			
Vaporizer			
Flashlight			

Objective: To determine similarities and differences between personal and self-service selling techniques

Background: Although there are a number of differences between personal and self-service selling techniques, many similarities exist. Personal selling involves working one-on-one with the customer to find products and services that meet their needs. While self-service stores are designed so that customers can make product selections without the assistance of a salesperson, customer service is still important.

Instructions: Working in two or more teams of two or three students each, the students will base their responses to this activity from the viewpoint of either a personal selling store or a self-service store. Using the same product, each team is to write the dialogue for a sales clerk using the steps of selling listed in the appropriate section of this assignment. Once the dialogue has been written, each student should be prepared to role-play the selling situation either as the sales clerk or as the customer. After several selling situations have been role-played, submit a one-page summary describing the similarities and differences between personal and self-service selling. Submit your summary to your instructor. When it is returned to you, add the summary to your Drugstore/Pharmacy Portfolio.

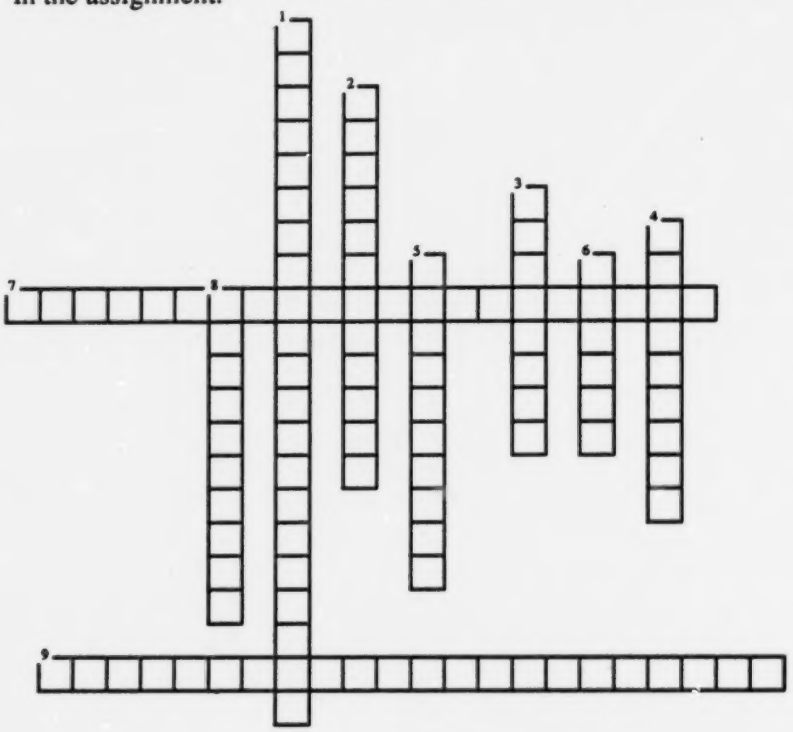
Learning Activity 1
Words to Remember

ASSIGNMENT 9
Scrambled Merchandising and the Buying Function

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

7. Carries a complete line of merchandise and offers a wide variety of services
9. Offering a wide assortment of goods in one store

DOWN

1. Supplies only a few types of products to stores
2. The number of times the average inventory has been bought, sold, and replaced

DOWN (continued)

3. Buys large amounts of merchandise, holds until other wholesalers or stores run out, and then sells
4. Used by buyers to purchase merchandise based on the amount of money already invested in merchandise
5. A business that buys merchandise from manufacturers and sells to stores
6. The difference between what the store paid for a product and its selling price
8. A sales representative for a supplier who is provided shelf space by the store

Learning Activity 2
Hosting a Guest Speaker

ASSIGNMENT 9
Scrambled Merchandising and the Buying Function

Objective: To learn more about purchasing for resale from a merchandise buyer

Background: How well the buyer does his or her job can be an important factor in determining the success or failure of a drugstore or pharmacy. The buyer must study the consumer market to know what items the store's customers are buying. The buyer has to decide not only what to buy but where and how much to buy.

Instructions: Prepare a letter of invitation to the merchandise buyer for a local drugstore chain or pharmacy requesting him or her to be a guest speaker for your class. Develop a list of possible topics based on those listed below. After the speaker's presentation, submit a one-page summary to your instructor. When it is returned to you, add the summary to your Drugstore/Pharmacy Portfolio.

Possible Topics

- How do you decide what items are carried by your store?
- How often are new items added to or older items deleted from your store's product assortment?
- How do you decide where you buy the items in your store?
- What kinds of wholesalers does your store use?
- How do you decide how much merchandise to buy?
- Is scrambled merchandising profitable for your store? Why or why not?

Objective: To locate and secure information from the regional market center

Background: Regional market centers, such as the World Trade Center or Apparel Mart in Dallas, provide merchandise buyers with "one-stop shopping" when purchasing merchandise for resale in drugstores or pharmacies. Scrambled merchandising enables drugstores and pharmacies to offer their customers unique merchandise that might not be available elsewhere. Depending on the size of the business, market trips may be scheduled several times a year in order to have a new assortment of regular and seasonal merchandise.

Instructions: Prepare a business letter to the nearest regional market center requesting information on their market schedule and procedures for becoming an authorized buyer. Consult your high school or public library for address information. Submit a rough draft to your instructor, and mail the final copy. Once you have received the information, submit it to your instructor. When this activity is returned to you, add it to your Drugstore/Pharmacy Portfolio.

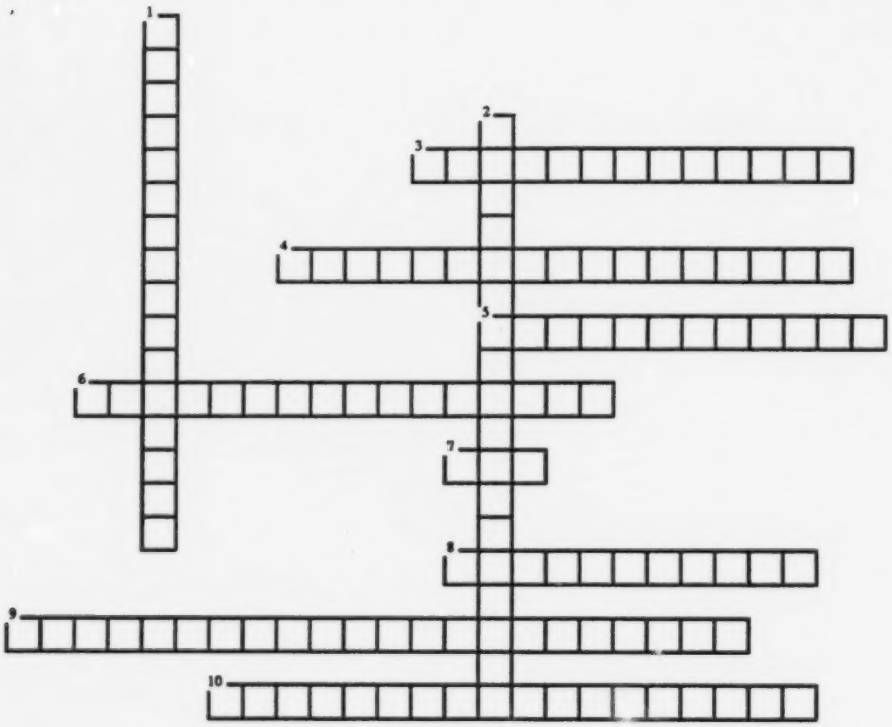
Learning Activity 1
Words to Remember

ASSIGNMENT 10
Stockkeeping and Inventory Control

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

3. Moving the current merchandise to the front of the shelf to be sold before newer stock
4. Performing an actual physical count of merchandise on hand
5. Ensures that merchandise is always in stock and in good condition

DOWN

1. Coordinating merchandise supply, physical condition, storage, distribution, and recording
2. An inventory system that shows the worth of goods in cost or retail prices

ACROSS (continued)

6. Performs receiving, checking, marking, and stocking functions for all of the company's stores in an area
7. One distinct, individual type of item carried in the store
8. An inventory system that shows the number of items (units) of each type of merchandise
9. Moving the merchandise to the store just when the customer needs it
10. Method used to obtain updated, continual information on the products in stock

Learning Activity 2
Interviewing a Department Supervisor

ASSIGNMENT 10
Stockkeeping and Inventory Control

Objective: To conduct and summarize an interview with the person responsible for purchasing and/or inventory control

Background: Drugstores and pharmacies manage their merchandise in two ways, through stockkeeping and inventory control. Accurate records of what customers buy help the buyer decide what products to order and how much is still in inventory.

Instructions: Select a drugstore or pharmacy in consultation with your instructor. Develop a list of questions using the ones below as a starting point. Contact the person responsible for purchasing and/or inventory control to arrange an interview. Conduct a personal or telephone interview, taking notes to be used in your report. Submit a one-page summary of your interview to your instructor. When the summary is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Possible Topics

- Show or describe your model stock.
- Show or describe your basic stock list.
- Show or describe your never-out list.
- Describe your procedures for conducting a physical inventory.
- How often are physical inventories done?
- Do you use a perpetual inventory system? If so, what types of items are included? If not, what are the reasons?

Objective: To locate, read, and summarize an article on stockkeeping or inventory control techniques or issues

Background: Current trends and issues in the area of stockkeeping and inventory control include using just-in-time distribution, SKUs for more detailed reporting of merchandise sales, and computerized perpetual inventory systems. Good stockkeeping and inventory control systems can mean bigger profits for the store, so department managers and store owners must stay up-to-date with the latest technologies by reading articles found in the business sections of local newspapers, national newspapers like *USA Today*, business newspapers like *The Wall Street Journal*, and other periodicals.

Instructions: Locate an article in a recent newspaper or business magazine. Photocopy or cut out the article for your use in completing this assignment. Submit the article and the following information to your instructor. When these materials are returned to you, add them to your Drugstore/Pharmacy Portfolio.

Article Information

- Source of the article and its date of publication:

- Five-sentence summary of the article:

- Stockkeeping and/or inventory control terms circled or identified in some way

- Three-sentence personal reaction to the article:

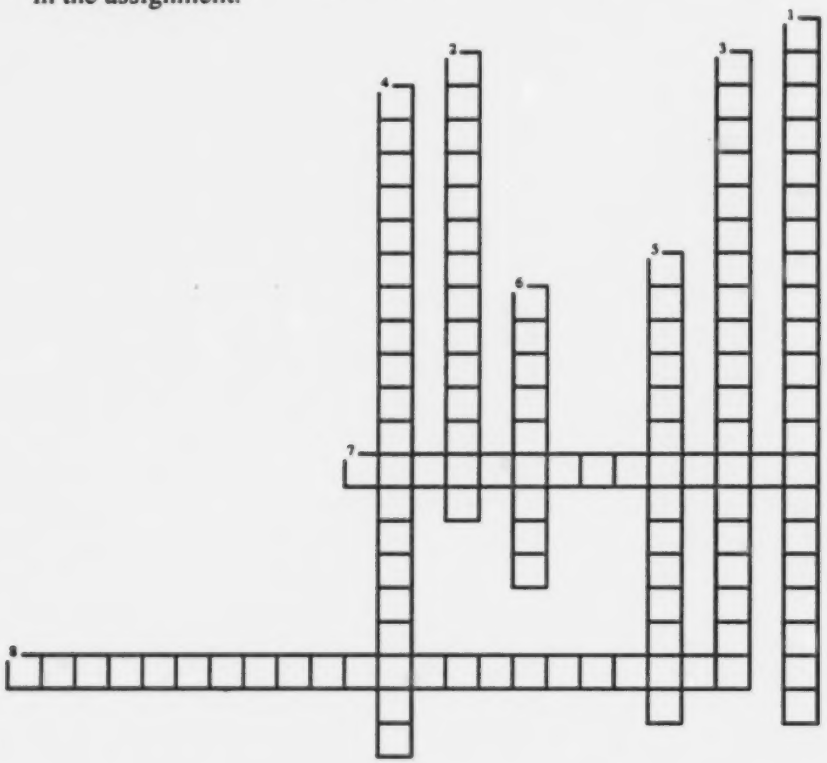
Learning Activity 1
Words to Remember

ASSIGNMENT 11
Advertising and Promotion

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

7. A particular group of people a store wants to attract
8. The manufacturer agrees to share with the retailer the costs of local advertisements

DOWN

1. Ads mailed to a select target audience
2. Advertising to people who are not potential customers nor the target audience

DOWN (continued)

3. The things a store does so that its merchandise appeals to the customer
4. Attracting a larger share of the buying public
5. A combination of advertising tools used by a store to attract customers
6. Designed to sell merchandise, create goodwill, build an image, and create a competitive advantage

Learning Activity 2
Collecting Examples of Sales Promotion Materials

ASSIGNMENT 11
Advertising and Promotion

Objective: To collect and identify a common theme for sales promotion items

Background: Sales promotion uses a number of advertising tools such as circulars, newspaper advertisements, radio and television advertisements, personal selling and customer service, and visual merchandising. Drugstores and pharmacies use advertising to attract customers to their stores, to increase sales, and to promote repeat business. Many times, a business will use a promotional mix to reach a larger share of the buying public than it would have had using just one form of promotion.

Instructions: Collect a number of sales promotion items used by drugstores and pharmacies. You can sketch ideas from television advertisements and visual merchandising displays and describe radio advertisements and personal selling techniques. Bring your collection to class and compare your findings with those of other students. Identify a common theme used in the sales promotions. Which promotional items are best remembered by consumers, and why? Submit a five-sentence summary of your findings to your instructor, along with your samples. When these materials are returned to you, add them to your Drugstore/Pharmacy Portfolio.

Objective: To plan and sketch a sample of an advertisement or promotional item that might be used by a drugstore or pharmacy

Background: Creative advertising and promotional items catch the attention of new and existing customers. An advertisement or promotional item may be directed at a specific target audience or may be general in nature. The goal may be to promote a specific product or service or to advertise a concept.

Instructions: You are to develop a sample advertisement or promotional item that might be used by a drugstore or pharmacy. You may use artwork cut from magazines or other printed materials, but the idea for the advertisement or promotional item must be your own. Your advertisement must have a headline, copy (written information about the product or service), an illustration, and the logo for the drugstore or pharmacy. You may choose to combine more than one advertisement and promotional item to make a mini-campaign. When these materials are returned to you by your instructor, add them to your Drugstore/Pharmacy Portfolio.

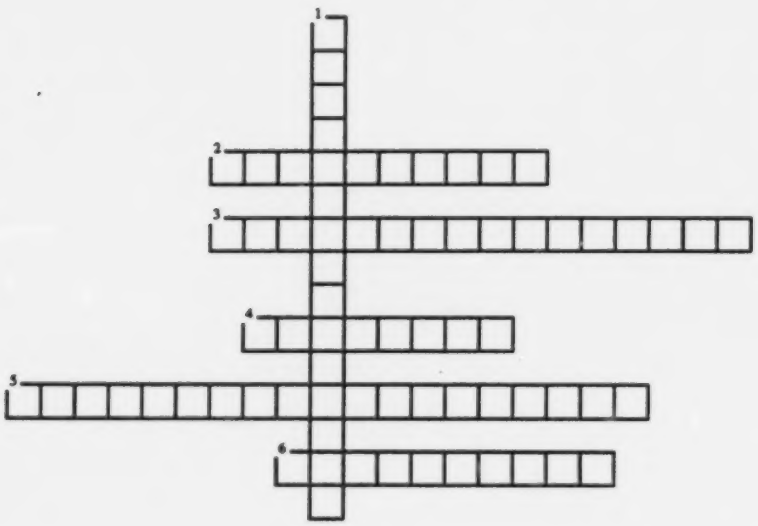
Learning Activity 1
Words to Remember

ASSIGNMENT 12
Training and Employment Opportunities

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

2. An unpaid work experience partnership of a student, a school, and a company
3. Obtained after a student completes two years of education at a community college
4. A category of business
5. Staying competitive in the industry by attending courses, seminars, and conferences
6. Keeping in contact with other people in your profession

DOWN

1. Obtained after a student completes four years of education at a college or university

Objective: To investigate the educational and work experience requirements for one or more career pathways

Background: As a drugstore clerk or pharmacy technician, you are taking your first steps toward building a future career. In the drugstore or pharmacy where you work, you have come into contact with several different types of career pathways. Today's marketplace is not only competitive for drugstores and pharmacies, but it is also competitive for people searching for employment. In order for you to succeed, you need to gain the training and knowledge to help you compete.

Instructions: Referring to the list of career pathways listed below (and found in the assignment), consult one or more resources to determine the educational and work experiences necessary for career success. Resources found in your marketing education classroom, the high school library or counselor's office, and public libraries include *Occupational Outlook Handbook*, college or university catalogs, *Dictionary of Occupational Titles*, and drugstore or pharmacy trade publications. Write a brief summary of your findings, and submit it to your instructor. When the summary is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Possible Career Pathways

Pharmacist
Merchandise buyer
Sales manager
Wholesaler/distributor
Department supervisor/manager
Human resources/training
Marketing manager
Regional/district manager (chain)
Store manager
Accountant
Advertising

Learning Activity 3
Interviewing a Drugstore Employee

ASSIGNMENT 12
Training and Employment Opportunities

Objective: To initiate dialogue with an employee of a local drugstore or pharmacy

Background: As you continue your study of the drugstore industry, contacts with current employees will provide you with personal information about opportunities they have chosen for continuing their education.

Instructions: Interview one or more of your fellow employees about what they plan to do in the future and what they are doing now to get there. Upon your return to class, submit a one-page summary of what you learned to your instructor. When it is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Learning Activity 4
Interviewing Drugstore Management

ASSIGNMENT 12
Training and Employment Opportunities

Objective: To initiate dialogue with a local pharmacist and with a drugstore manager

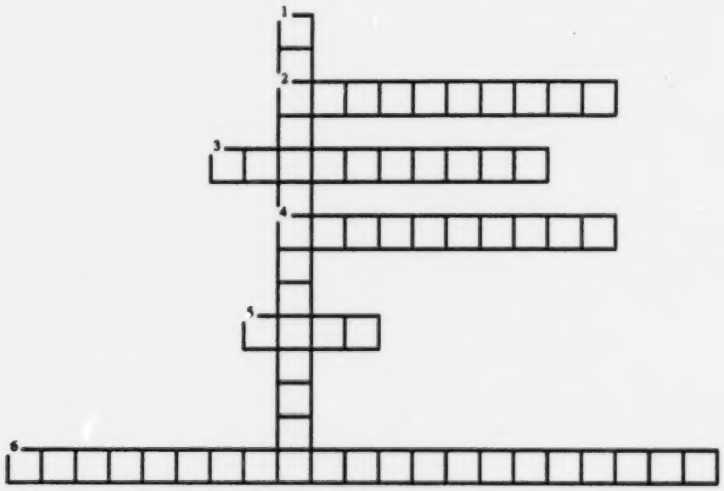
Background: As you continue your study of the drugstore industry, contacts with pharmacists and drugstore managers can provide you with personal information about the educational and professional decisions they have made. You can use this information as a starting point for making your own educational and career decisions.

Instructions: Interview a pharmacist and a drugstore manager about their careers and the type of education suggested or required. Ask them about the career opportunities available in their fields. Upon your return to class, submit a one-page summary of what you learned to your instructor. When it is returned to you, add the summary to your Drugstore/Pharmacy Portfolio.

Objective: To identify terms related to the drugstore industry

Background: In order to secure an entry-level position and to advance within the drugstore industry, a working knowledge of terminology is essential.

Instructions: Complete the crossword puzzle by using the "Words to Remember" terms found in the assignment.



ACROSS

2. One who sees that management's policies and procedures are carried out
3. An attempt to torment an individual verbally, physically, mentally, or sexually
4. The group of employees who determine and direct activities to reach the company's goals
5. The change supply that each cash register needs at the start of the day
6. A review of an employee's skill level, attitude about work, work habits, and leadership qualities

DOWN

1. Differences in treatment made on a basis other than individual merit

Learning Activity 2
Analyzing a Case Study

ASSIGNMENT 13
Moving Toward Supervisory/Management Duties

Objective: To respond to questions based on a case study

Background: Increasing sales is an important activity of management. Managers must determine strategies for increasing sales and then often provide new or additional sales training to their employees in order to reach desired sales goals.

Instructions: Read the following case study, and answer the questions that follow. Submit your responses to your instructor. When they are returned to you, add them to your Drugstore/Pharmacy Portfolio.

Situation

You are the head salesperson in a large retail drugstore. Your job is to make sure that the four full-time and three part-time salespeople working under your supervision are trained and that they do their job.

In talking with the merchandise manager, it is noted that sales of oral hygiene products—toothpaste and mouthwash—have dropped considerably over the past year. Since these two items are both high-profit, high-volume items in retail drug sales, you are asked for an opinion on the decline. It is your judgment that most consumers buy their toothpaste and mouthwash in supermarkets and from discount stores because these items are often used as "loss leaders" in advertising specials.

An intensive effort will be made to recapture some of the lost sales and lost profits from these two items. While the retail price will not be made competitive with supermarkets and discount stores, it is decided that the markup will only be 10 percent, but that a larger volume can more than offset the smaller profit margin. It is your job as head salesperson to get the needed sales volume from your sales staff.

Questions

1. Name *at least* two ways, other than through advertising, in which you can increase the sales volume of these two items.

2. How would you train your staff to increase sales of oral hygiene products?

3. What promotional techniques would you suggest to help your sales staff get back the desired volume?

Learning Activity 3
Changing Roles

ASSIGNMENT 13
Moving Toward Supervisory/Management Duties

Objective: To determine how the role of the supervisor/manager is changing

Background: Teamwork has become an important part of every business organization, with work groups now being referred to as quality circles, self-managing teams, or teams. The "team" movement involves a group of people working together to accomplish common goals or objectives. Many supervisors and managers have become comfortable with their role as the "boss" and have been reluctant to accept this new movement. Despite this occasional resistance, employee involvement is used more and more to solve many of the complex decisions facing businesses.

Instructions: Using one or more articles from trade journals or interviewing a drugstore or pharmacy supervisor or manager, identify at least two ways the role of the supervisor/manager is changing. Submit to your instructor a one-page summary of your findings, including your reaction to the following question: "How do you see yourself fitting into the changing role of the supervisor/manager?" When the summary is returned to you, add it to your Drugstore/Pharmacy Portfolio.

Learning Activity 4
Comparing Evaluation Forms

ASSIGNMENT 13
Moving Toward Supervisory/Management Duties

Objective: To collect at least three sample evaluation instruments and compare their similarities and differences

Background: Performance evaluations are designed to give employees feedback about how they are performing their work. These evaluations are conducted either once or twice a year and are intended to review an employee's skill level, attitude about work, work habits, and leadership qualities. Although the forms themselves may look different, the evaluation criteria and performance measurement systems are usually similar.

Instructions: Working individually or in small groups, collect at least three evaluation instruments for your job level or for other job levels. If you are working individually, discuss with a drugstore or pharmacy supervisor or manager the evaluation procedure used at their place of business. If you are working in a group, discuss how evaluations are performed at each student's training station. Make a list of the similarities and the differences found in the forms. Report your findings in a three- to five-sentence paragraph. Submit your comments and the evaluation instruments to your instructor. When they are returned to you, add these materials to your Drugstore/Pharmacy Portfolio.

Objective: To locate an article on discrimination or harassment

Background: Management should strive to create a work environment that helps employees feel good about themselves and the work that they perform. Supervisors must deal swiftly with any incidents of discrimination or harassment and make every effort to rid the workplace of their influence.

Instructions: Locate an article in a recent newspaper or business magazine dealing with either discrimination or harassment issues. Photocopy or cut out the article for your use in completing this assignment. Submit the article and the following information to your instructor. When these materials are returned to you, add them to your Drugstore/Pharmacy Portfolio.

Article Information

1. Source of the article and its date of publication:

2. Five-sentence summary of the article:

3. Discrimination or harassment terms circled or identified in some way

4. Three-sentence personal reaction to the article:

Answers to Learning Activities

NOTE

Answers for the vocabulary review crossword puzzles can be found in the following answer key. Due to the highly individualized nature of all other student learning activities included in this publication, the instructor must use his or her best judgment in evaluating them.

ASSIGNMENT 1: Introduction to Marketing in the Pharmacy and Drugstore

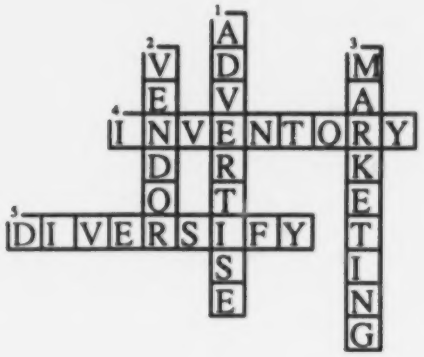
Learning Activity 1: Words to Remember

ACROSS

4. inventory
5. diversify

DOWN

1. advertise
2. vendor
3. marketing



ASSIGNMENT 2: The Importance of Excellent Customer Service

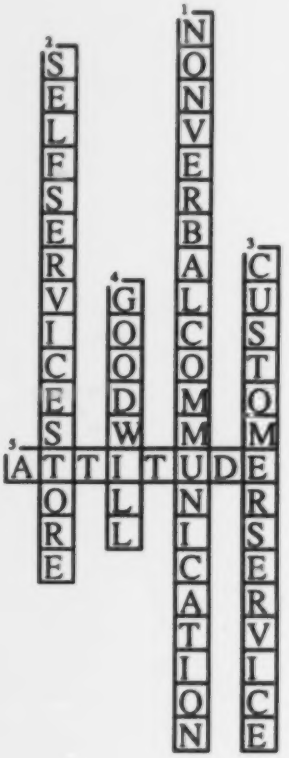
Learning Activity 1: Words to Remember

ACROSS

5. attitude

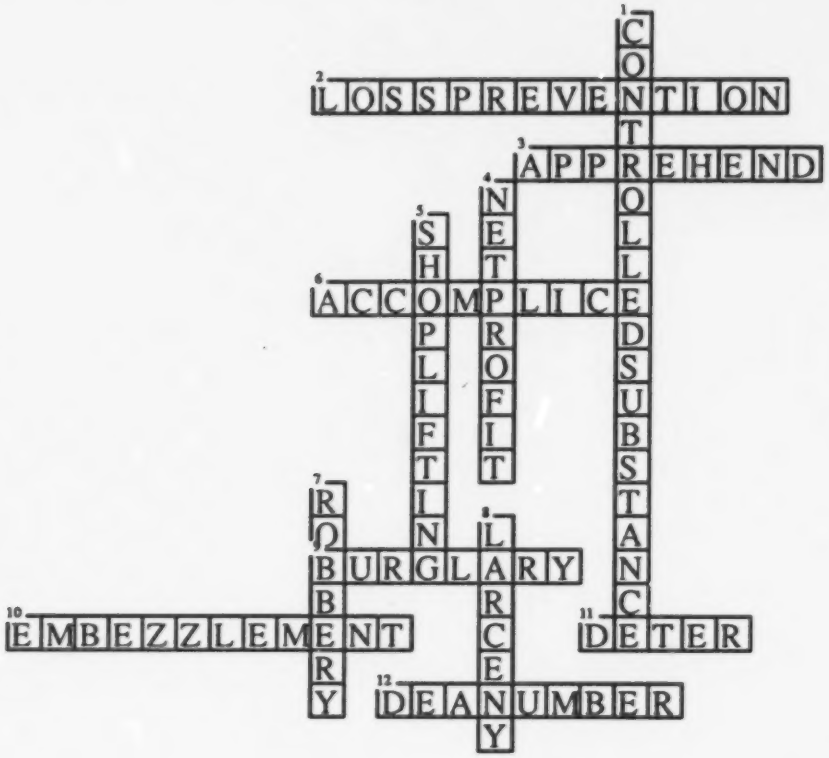
DOWN

1. nonverbal communication
2. self-service store
3. customer service
4. goodwill



ASSIGNMENT 3: Personal and Store Security

Learning Activity 1: Words to Remember



ACROSS

2. loss prevention
3. apprehend
6. accomplice
9. burglary
10. embezzlement
11. deter
12. DEA number

DOWN

1. controlled substance
4. net profit
5. shoplifting
7. robbery
8. larceny

ASSIGNMENT 4: How Prescription Drugs Are Dispensed

Learning Activity 1: Words to Remember

ACROSS

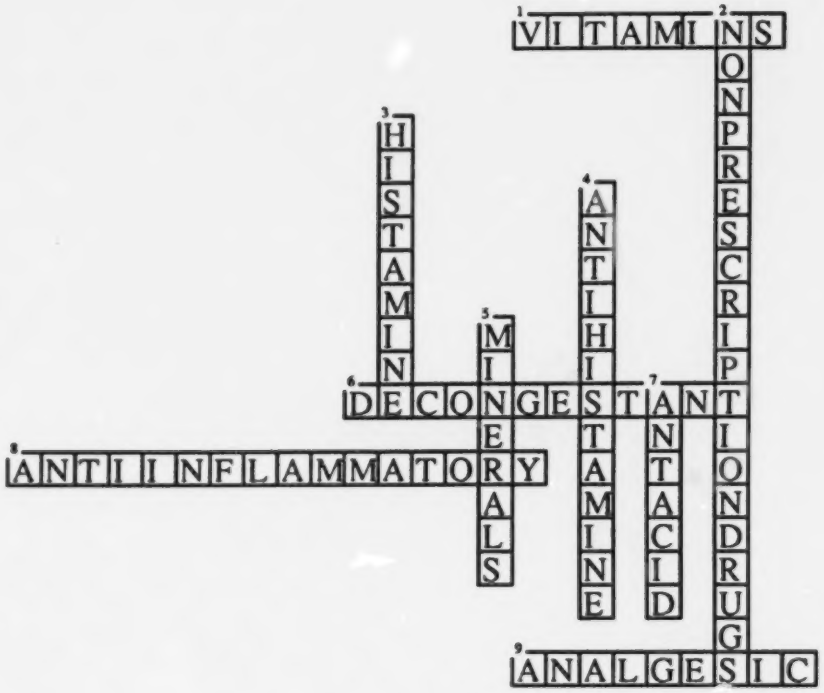
5. drug interaction

DOWN

1. generic drug
2. auxiliary labels
3. prescription
4. side effects
5. dispense

ASSIGNMENT 5: Nonprescription Drugs

Learning Activity 1: Words to Remember



ACROSS

1. vitamins
6. decongestant
8. anti-inflammatory
9. analgesic

DOWN

2. nonprescription drugs
3. histamine
4. antihistamine
5. minerals
7. antacid

ASSIGNMENT 6: Photos: Print Processing, Supplies, and Cameras

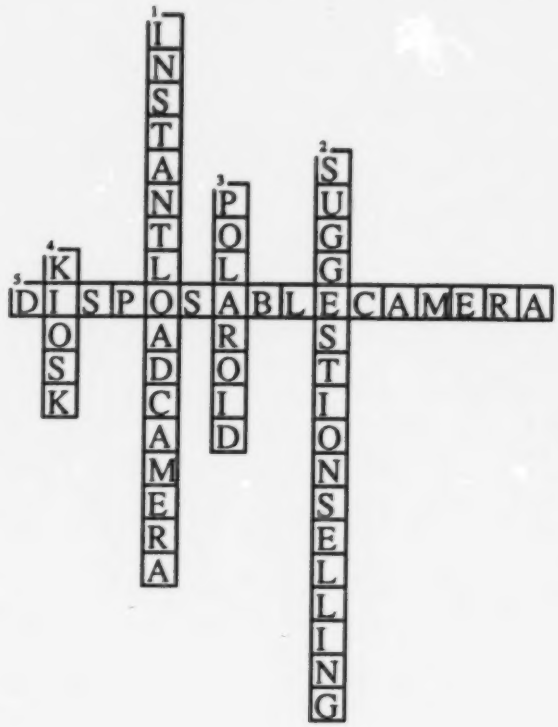
Learning Activity: Words to Remember

ACROSS

5. disposable camera

DOWN

1. instant-load camera
2. suggestion selling
3. Polaroid
4. kiosk



ASSIGNMENT 7: Increasing Your Product Knowledge

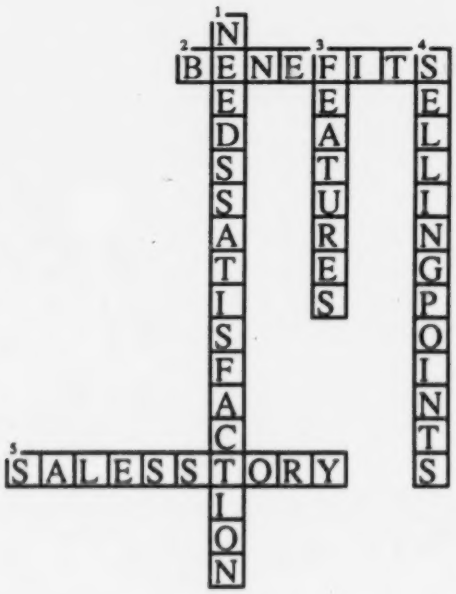
Learning Activity 1: Words to Remember

ACROSS

2. benefits
5. sales story

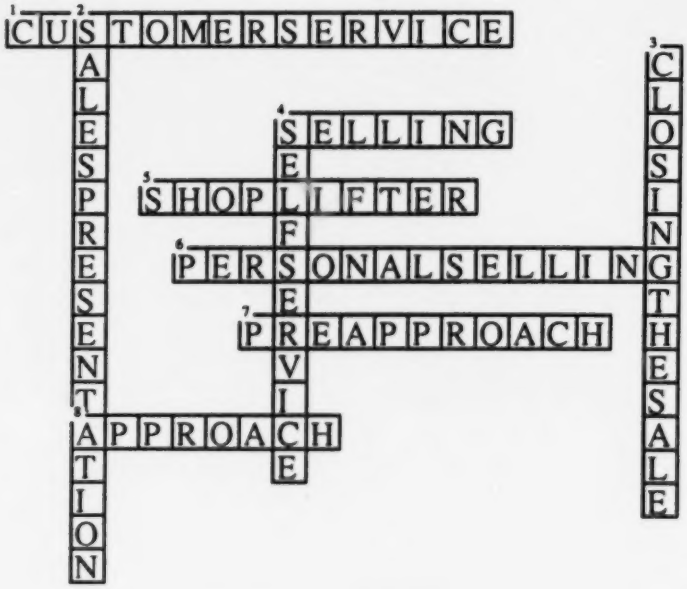
DOWN

1. needs satisfaction
3. features
4. selling points



ASSIGNMENT 8: Personal Selling and the Sales Transaction

Learning Activity 1: Words to Remember



ACROSS

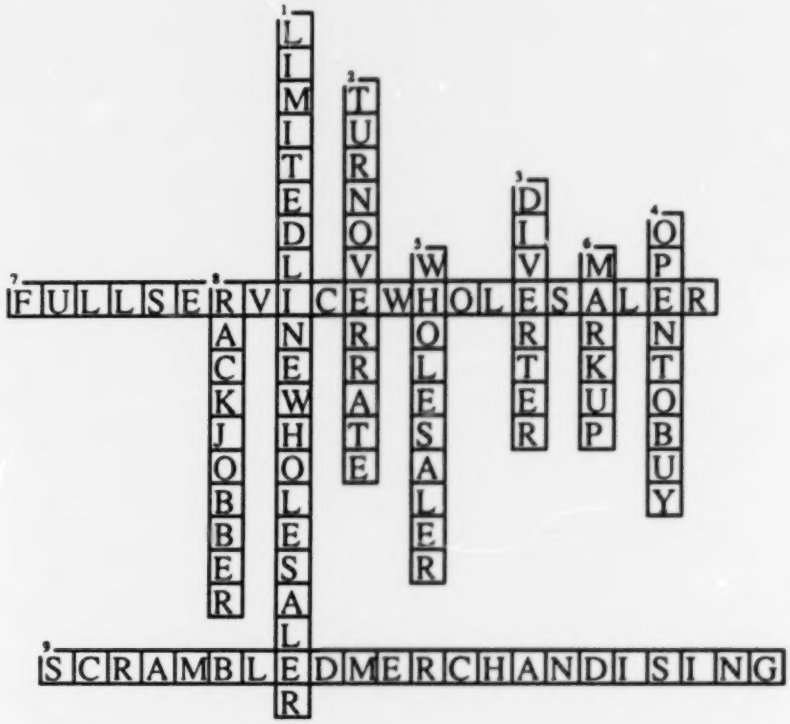
1. customer service
4. selling
5. shoplifter
6. personal selling
7. preapproach
8. approach

DOWN

2. sales presentation
3. closing the sale
4. self-service

ASSIGNMENT 9: Scrambled Merchandising and the Buying Function

Learning Activity 1: Words to Remember



ACROSS

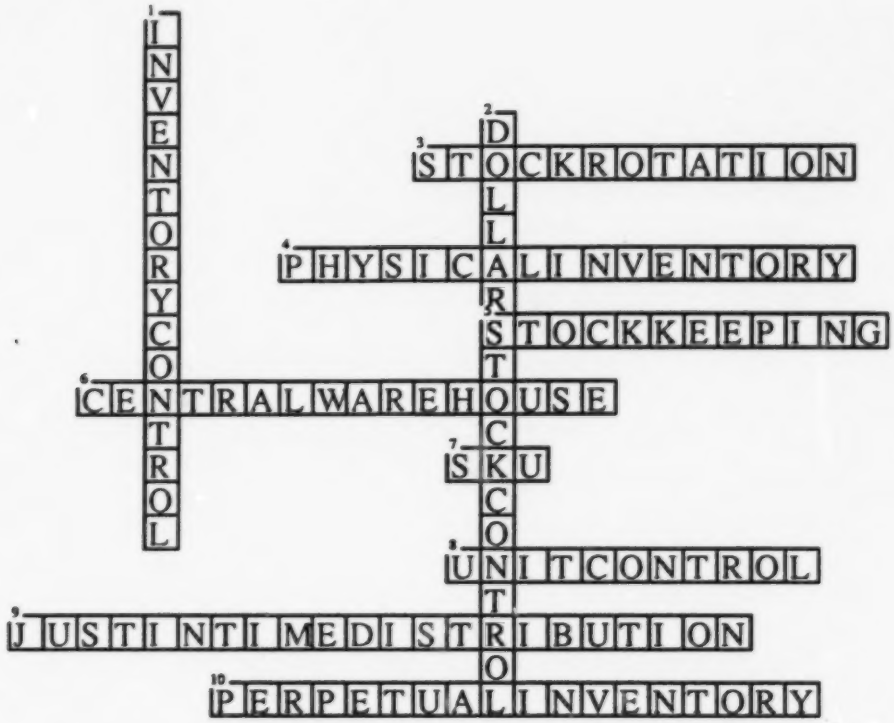
7. full-service wholesaler
9. scrambled merchandising

DOWN

1. limited-line wholesaler
2. turnover rate
3. diverter
4. open-to-buy
5. wholesaler
6. markup
8. rack jobber

ASSIGNMENT 10: Stockkeeping and Inventory Control

Learning Activity 1: Words to Remember



ACROSS

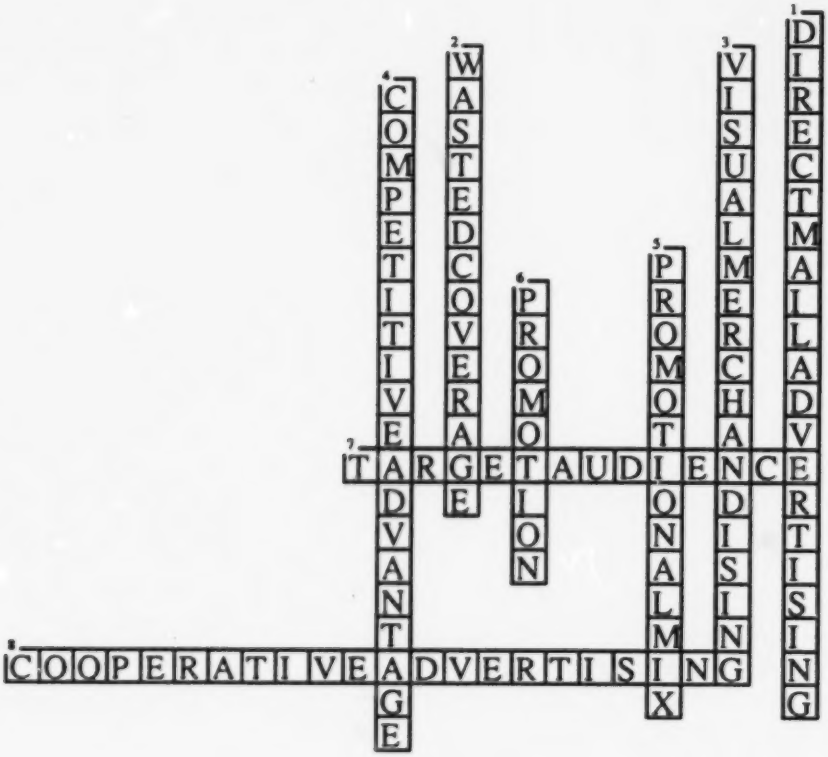
3. stock rotation
4. physical inventory
5. stockkeeping
6. central warehouse
7. SKU
8. unit control
9. just-in-time distribution
10. perpetual inventory

DOWN

1. inventory control
2. dollar stock control

ASSIGNMENT 11: Advertising and Promotion

Learning Activity 1: Words to Remember



ACROSS

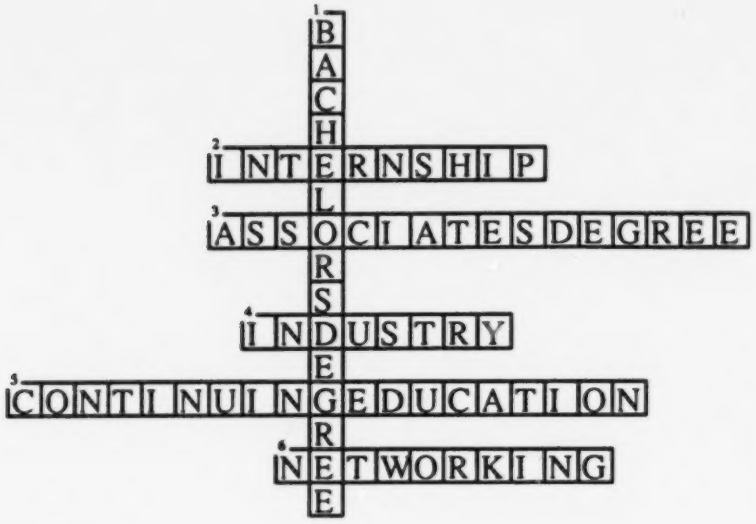
7. target audience
8. cooperative advertising

DOWN

1. direct-mail advertising
2. wasted coverage
3. visual merchandising
4. competitive advantage
5. promotional mix
6. promotion

ASSIGNMENT 12: Training and Employment Opportunities

Learning Activity 1: Words to Remember



ACROSS

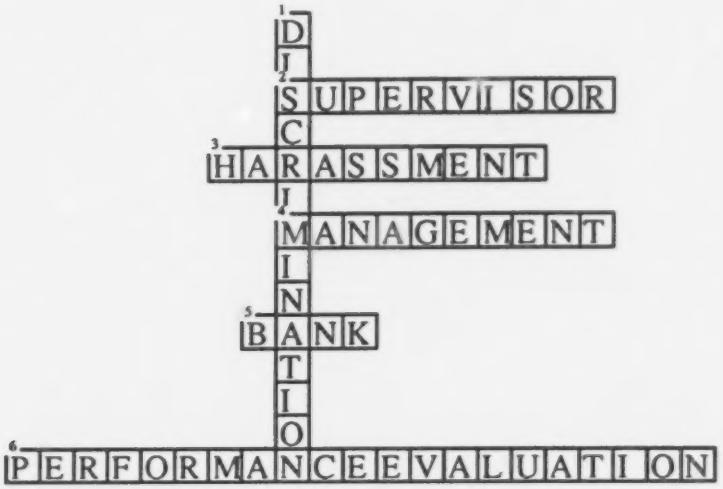
2. internship
3. associate's degree
4. industry
5. continuing education
6. networking

DOWN

1. bachelor's degree

ASSIGNMENT 13: Moving Toward Supervisory/Management Duties

Learning Activity 1: Words to Remember



ACROSS

2. supervisor
3. harassment
4. management
5. bank
6. performance evaluation

DOWN

1. discrimination

Assignment Quizzes

Name _____

QUIZ for Assignment 1: Introduction to Marketing

Multiple Choice (8 points each)

_____ 1. In order to compete in today's world, drugstores are _____ their inventory to include products traditionally sold in other types of stores.
A. marketing
B. diversifying
C. selling

_____ 2. As a pharmacy technician or drugstore clerk, your most important duty is _____.
A. stocking the shelves
B. ordering merchandise
C. taking care of the customer's needs

_____ 3. The process of finding out what kinds of products and services people want, advertising those products and services, and selling them to the customer is known as _____.
A. marketing
B. diversifying
C. selling

_____ 4. The two types of _____ used most often are print and radio.
A. advertising
B. inventory
C. marketing

_____ 5. The _____ of products available tells the store buyer what products have been sold and need to be reordered.
A. advertising
B. inventory
C. marketing

_____ 6. Snack food and soft drink companies supply the store with their merchandise and display it, which is known as _____.
A. manual inventory
B. vendor stocking
C. electronic order entry through a computer

_____ 7. Counting merchandise by hand or through cash register receipts is called _____.
A. manual inventory
B. vendor stocking
C. electronic order entry through a computer

_____ 8. Pharmacists use _____ to order prescription drugs from pharmaceutical wholesalers.
A. electronic orders to the store's own warehouse
B. vendor stocking
C. electronic order entry through a computer

Short Answer (9 points each)

1. List at least four items that were not traditionally sold at drugstores.

   a. b.

   c. d.

2. Why do *you* think drugstores sell these items?

3. What are *at least* three things you do as a pharmacy technician or drugstore clerk to keep customers returning to your store?

   a.

   b.

   c.

4. In 50 words or fewer, explain the importance of customer service in a pharmacy or drugstore.

Name _____

QUIZ for Assignment 2: The Importance of Customer Service

Multiple Choice (8 points each)

_____ 1. The employee who has the most direct contact with the customer is the _____.
A. manager or owner
B. pharmacist
C. drugstore clerk or pharmacy technician

_____ 2. Customers expect the sales clerks and pharmacy technicians to _____.
A. look neat and clean
B. disagree with them
C. become their personal friends

_____ 3. Which of the following is an example of nonverbal communication?
A. a memo posted on the employee bulletin board
B. nodding your head
C. composing a letter to resolve a delivery mistake

_____ 4. A personal habit such as _____ can annoy customers and should not be done by drugstore clerks.
A. smiling
B. offering to carry packages to the customer's car
C. chewing gum or biting your nails

_____ 5. The customer can come into a _____ store and find the right item without the assistance of a sales clerk or pharmacy technician.
A. no-service
B. self-service
C. full-service

_____ 6. Drugstore sales clerks should say _____ often to make customers feel respected and important.
A. "please"
B. "thank you"
C. both A and B are correct

_____ 7. The positive feeling a customer has toward a store is called _____.
A. goodwill
B. customer service
C. nonverbal communication

_____ 8. Key concepts of _____ include identifying customers who need help, approaching customers with a positive attitude, and providing the help those customers need.
A. goodwill
B. customer service
C. nonverbal communication

Short Answer (9 points each)

1. You overhear conversations with one of your co-workers and his/her customers which are not customer service oriented. What could you say to your co-worker to stress the importance of giving good customer service?

2. Why is it especially important for drugstore clerks and pharmacy employees to have a friendly, helpful attitude?

3. How do *you* think customer service is different over the telephone than in person?

4. In 50 words or fewer, explain why you should dress professionally at work.

Name _____

QUIZ for Assignment 3: Personal and Store Security

Multiple Choice (8 points each)

_____ 1. When a person comes into the store during working hours and threatens you with a weapon in order to steal money or merchandise, _____ has occurred.
A. shoplifting
B. a burglary
C. a robbery

_____ 2. When the store is closed and a person breaks into the store to steal money or merchandise, _____ has occurred.
A. shoplifting
B. a burglary
C. a robbery

_____ 3. The taking of merchandise from a store without paying for it is known as _____.
A. shoplifting
B. net profit
C. embezzlement

_____ 4. If an armed robbery occurs, you should _____.
A. take a mental picture of the thief and accomplice(s)
B. call the police if you can get to a phone without being seen
C. both A and B are correct

_____ 5. Stores may _____ to deter shoplifting.
A. use surveillance cameras
B. keep aisles wide and displays low
C. both A and B are correct

_____ 6. If you see someone who looks suspicious, you should _____.
A. approach the person and ask if you can be of service
B. call for the manager or store security immediately
C. apprehend the person yourself

_____ 7. Any drug that has the potential for abuse or physical/psychological dependence is called _____.
A. larceny
B. controlled substance
C. an accomplice

_____ 8. Each doctor who prescribes controlled substances to patients has _____ assigned by the federal Drug Enforcement Administration.
A. a DEA number
B. an accomplice
C. net profit

Short Answer (9 points each)

1. Why do pharmacists regulate controlled substances?

2. List *at least* three things you can do to prevent a burglar or robber from selecting your store as an easy target.

   a.

   b.

   c.

3. How can your customer service expertise deter shoplifting?

4. Why should you never try to stop a robber?

Name _____

QUIZ for Assignment 4: How Prescription Drugs Are Dispensed

Multiple Choice (8 points each)

_____ 1. The area in front of the raised area, on the same level as the rest of the store, is where the _____ works.
A. pharmacy technician or drugstore clerk
B. pharmacist
C. customer

_____ 2. The _____ is responsible for answering the telephone, processing refill orders, handling sales transactions, and dealing with customers by phone and in person.
A. pharmacy technician or drugstore clerk
B. pharmacist
C. customer

_____ 3. The _____ takes an order for a new prescription or a change in a refill prescription and labels the bottle containing the customer's prescription.
A. pharmacy technician or drugstore clerk
B. pharmacist
C. customer

_____ 4. A warning such as "don't take with alcohol" is called _____.
A. a prescription
B. a generic drug
C. an auxiliary label

_____ 5. Drug manufacturers make _____ that must meet the same standards as brand-name drugs but can be much less expensive.
A generic drugs
B. drug interactions
C. prescriptions

_____ 6. True or false—A pharmacy technician can take an order for any prescription refill over the phone.
A. True—The technician's job is to help the pharmacist.
B. False—Only a pharmacist can accept a new prescription order over the telephone.
C. False—If the refill changes in any way, the pharmacist must take the refill order.

_____ 7. Who is responsible for keeping inventory of all the drugs in the pharmacy and ordering them when necessary?
A. the pharmacy technician or drugstore clerk
B. the pharmacist
C. the customer

_____ 8. The pharmacist must counsel the customer on the possible _____, reactions a body might have to a specific drug.
A. side effects
B. controlled substances
C. generic drugs

Short Answer (9 points each)

1. If you were designing the layout of a new pharmacy, would you have it all on one level? Why or why not?

2. Of the four main duties of a pharmacy technician, which one do *you* think is most important, *and why*?

3. Why is it important to learn store customers by name?

4. List *at least* three key bits of information needed to fill a prescription.

   a.

   b.

   c.

Name _____

QUIZ for Assignment 5: Nonprescription Drugs

Multiple Choice (8 points each)

_____ 1. An agent that reduces or neutralizes acidity, especially in the digestive tract, is known as a(an) _____.
A. decongestant
B. antihistamine
C. antacid

_____ 2. Organic substances essential for metabolism, development, and growth of the body are called _____.
A. vitamins
B. minerals
C. histamines

_____ 3. A nonprescription drug that contains a(an) _____ reduces swelling, especially in the nasal passages.
A. decongestant
B. antihistamine
C. antacid

_____ 4. Medications that are sold without a prescription and are used for self-medication are called _____.
A. anti-inflammatories
B. nonprescription drugs
C. analgesics

_____ 5. Medications designed to relieve pain and reduce fever and inflammation are referred to as _____.
A anti-inflammatories
B. nonprescription drugs
C. analgesics

_____ 6. Inorganic substances essential for the formation, growth, and regulation of body functions are called _____.
A. vitamins
B. minerals
C. histamines

_____ 7. Benadryl, Chlor-Trimetron, and Sinutab are common brands of _____, used to relieve hayfever and allergy symptoms.
A. antihistamines
B. analgesics
C. vitamins and minerals

_____ 8. A person can get the vitamins and minerals a body needs by _____.
A. eating a well-balanced diet
B. taking a multi-vitamin every day
C. both A and B

Short Answer (9 points each)

1. When discussing nonprescription medications with a customer, when should you refer him or her to the pharmacist?

2. Why are over-the-counter (OTC) drugs important to drugstores and pharmacies?

3. Why might certain customers use acetaminophen, such as Tylenol, instead of aspirin, such as Bayer?

4. In 50 words or fewer, explain how OTC drugs are advertised.

Name _____

QUIZ for Assignment 6: Photos: Print Processing, Supplies, and Cameras

Multiple Choice (8 points each)

_____ 1. A self-service booth in the front of the drugstore where customers place their film for developing is known as a(an) _____.
A. Polaroid
B. kiosk
C. instant-load camera

_____ 2. The salesperson uses _____ by recommending the purchase of film, batteries, or a camera case to a customer who is buying a new camera.
A. personal selling
B. nonpersonal selling
C. suggestion selling

_____ 3. A(an) _____ camera requires that the film only be sent to a developer for processing.
A. Polaroid
B. instant-load
C. disposable

_____ 4. A(an) _____ camera develops the film as soon as the picture is taken.
A. Polaroid
B. instant-load
C. disposable

_____ 5. A high-traffic area for the photo department would be _____.
A. in the front of the store
B. near the pharmacy
C. either A or B would be a good area

_____ 6. Photo departments in drugstores and pharmacies account for _____ of the still and video sales in the country.
A. over 50%
B. less than 40%
C. more than 95%

_____ 7. A(an) camera is used once, and the whole camera is sent in for processing.
A. Polaroid
B. instant-load
C. disposable

_____ 8. When might you have contact with photo processing customers?
A. once or twice a month
B. when the customer comes in to pick up the photos
C. each time the customer visits the store

Short Answer (9 points each)

1. What are the areas a photo department might include?

2. List *at least* three kinds of supplies stocked in a photo department.

3. Of the three kinds of cameras sold in a drugstore photo department, which would you purchase for yourself, *and why*?

4. Why do *you* think most stores have a photo kiosk?

Name _____

QUIZ for Assignment 7: Increasing Your Product Knowledge

Multiple Choice (8 points each)

_____ 1. The fact that a line of cosmetics is nonallergenic is a product _____.
A. benefit
B. feature
C. sales story

_____ 2. The salesperson tells the customer that, because the cosmetics are nonallergenic, they will not cause skin irritations, which is a product _____.
A. benefit
B. feature
C. sales story

_____ 3. The salesperson uses product information and comments from satisfied customers to create a _____.
A. needs satisfaction
B. package insert
C. sales story

_____ 4. Which of the following is an important selling point for medications sold in a drugstore or pharmacy?
A. durability
B. style and fashion
C. comfort

_____ 5. An example of _____, or how well a product works, might be a cough syrup that relieves a cough, soothes a sore throat, and clears up the nasal passages.
A. suitability
B. safety and health
C. versatility

_____ 6. The reasons why a customer chooses a product involve _____.
A. features
B. needs satisfaction
C. a sales story

_____ 7. The prestige of owning an expensive camera is an example of the selling point _____.
A. service, care, and guarantees
B. versatility
C. pride of possession

_____ 8. When an expensive medication's cost is broken down to a per-day basis, the selling point _____ can be used to close the sale.
A. price
B. comfort
C. safety and health

Short Answer (9 points each)

1. Using a product example of your choice, explain the difference between features and benefits.

2. List *at least* three of the nine selling points cited in the student manual.

3. Of the nine selling points, which do *you* think is used most often by drugstore sales clerks, *and why*?

4. What are *at least* two sources of product information?

Name _____

QUIZ for Assignment 8: Personal Selling and the Sales Transaction

Multiple Choice (8 points each)

_____ 1. As the salesperson _____, he or she describes the product, speaks a common language, and leads the customer in a positive direction.
A. closes the sales
B. tells the sales story
C. approaches the customer

_____ 2. Someone who poses as a customer to steal merchandise is called _____.
A. personal selling
B. customer service
C. a shoplifter

_____ 3. The _____ step of personal selling occurs before the salesperson comes into contact with customers.
A. preapproach
B. suggestion selling
C. departing

_____ 4. "How can I help you?" is an example of the _____ approach.
A. greeting
B. merchandise
C. service

_____ 5. Once the customer has found the product that meets his or her needs, the salesperson _____.
A. closes the sale
B. tells the sales story
C. approaches the customer

_____ 6. Which of the following is an example of related selling?
A. a package of batteries instead of a single battery
B. batteries to go with a new flashlight
C. Eveready batteries instead of Duracell batteries

_____ 7. Working one-on-one with customers to sell products and services that meet their needs is known as _____.
A. suggestion selling
B. self-service retailing
C. personal selling

_____ 8. Displaying merchandise so that the customer can make a selection without the aid of a salesperson describes _____.
A. suggestion selling
B. self-service retailing
C. personal selling

Short Answer (9 points each)

1. List the five steps of each type of selling:

Personal Selling	Self-service
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

2. Why should you use your customer service techniques when selling a product?

3. Of the three types of approaches, which do you think is used most often, *and why*?

4. How can product knowledge help you become a more successful salesperson?

Name _____

QUIZ for Assignment 9: Scrambled Merchandising and the Buying Function

Multiple Choice (8 points each)

_____ 1. The number of times the average inventory is bought, sold, and replaced is called the _____.
A. profit
B. markup
C. turnover rate

_____ 2. A _____ stocks only a few types of products, such as only pharmaceuticals.
A. diverter
B. limited-line wholesaler
C. full-service wholesaler

_____ 3. The buyer decides _____ when comparing price savings and storage space of buying one case or five cases of a product.
A. what to buy
B. where to buy
C. how much to buy

_____ 4. Buyers for large supermarkets and drugstore chains determine _____ by ordering merchandise straight from the manufacturer.
A. where to buy
B. what to buy
C. how much to buy

_____ 5. Neighborhood drugstores use the _____ because the company carries a complete line of merchandise and offers a wide variety of services.
A. limited-line wholesaler
B. full-service wholesaler
C. diverter

_____ 6. The amount left over after the cost of the product and the cost of doing business are taken out of the selling price is called _____.
A. profit
B. markup
C. turnover rate

_____ 7. The neighborhood pharmacy might carry _____ in order to compete with mass merchandisers.
A. smaller inventories
B. only national brands
C. both A & B

_____ 8. Offering a wide assortment of goods in one store is known as _____.
A. scrambled merchandising
B. turnover
C. profit

Short Answer (9 points each)

1. Of the three decisions a buyer must make in purchasing merchandise, which do you think is most important, *and why*?

2. How do buyers calculate the selling price of merchandise?

3. What is the open-to-buy formula, and why do buyers use it?

4. How can scrambled merchandising help a store distinguish itself from its competitors?

Name _____

QUIZ for Assignment 10: Stockkeeping and Inventory Control

Multiple Choice (8 points each)

_____ 1. Moving merchandise from a warehouse to the store as the customer needs it, rather than keeping a large in-store inventory, is called _____.
A. just-in-time distribution
B. stock rotation
C. physical inventory

_____ 2. When someone takes an actual count of the merchandise on hand, _____ has occurred.
A. inventory control
B. physical inventory
C. stockkeeping

_____ 3. The several tasks performed to ensure that merchandise is always available for sale and in good condition describe _____.
A. inventory control
B. physical inventory
C. stockkeeping

_____ 4. Moving the current merchandise to the front of the shelf so that it can be sold before the incoming merchandise is known as _____.
A. just-in-time distribution
B. stock rotation
C. physical inventory

_____ 5. Store buyers benefit from stockkeeping and inventory control by knowing _____.
A. how much is being sold
B. how much is still on the shelves
C. both A & B

_____ 6. For a drugstore or pharmacy, pain relievers and cough/cold medications would be _____ items.
A. never-out list
B. central warehouse
C. SKU

_____ 7. A _____ system is used to obtain updated, continual information on the amount of stock on hand.
A. physical inventory
B. perpetual inventory
C. stockkeeping

_____ 8. Each item has its own unique _____ used to identify it by brand, color, price, or size.
A. SKU
B. basic stock list
C. model stock plan

Short Answer (9 points each)

1. Why do you think computerized inventory systems are used in stores, in spite of their cost?

2. List the four types of inventory control systems.

3. If you were responsible for inventory control at your training station, which system would you use, *and why*?

4. Why do larger stores use central warehouses instead of large in-store stockrooms?

Name _____

QUIZ for Assignment 11: Advertising and Promotion

Multiple Choice (8 points each)

_____ 1. Advertising directed to people who are not potential customers nor the target audience is called _____.
A. wasted coverage
B. a competitive advantage
C. promotion

_____ 2. A store can use _____ to sell merchandise, create goodwill, build an image, and create a competitive advantage.
A. its target audience
B. advertising alone
C. promotion

_____ 3. "Customers who live within three miles of the drugstore and who are married with school-aged children" describes the store's _____.
A. promotional mix
B. target audience
C. competitive advantage

_____ 4. Using newspaper, radio, and television advertisements in combination with in-store visual merchandising and personal selling describes a store's _____.
A. promotional mix
B. target audience
C. competitive advantage

_____ 5. Promotion is used to communicate product and store information to ____.
A. current customers only
B. potential customers only
C. both current and potential customers

_____ 6. Window displays, interior displays, and well-organized and well-stocked merchandise assortments are included in the category of _____.
A. direct-mail advertising
B. wasted coverage
C. visual merchandising

_____ 7. Circulars and brochures inserted in statements mailed to the store's charge customers are included in the category of _____.
A. direct mail
B. newspaper advertising
C. personal selling

_____ 8. Supermarkets use _____ to promote their in-store pharmacies and health and beauty aids department.
A. personal selling only
B. mostly newspaper ads and circulars
C. radio advertisements only

Short Answer (9 points each)

1. Which type of promotion is best suited for neighborhood drugstores, *and why*?

2. How does personal selling and customer service fit into a store's promotional mix?

3. Why do you think stores spend money on advertising?

4. Using the situation described in multiple choice #3, give at least three promotional efforts that would result in wasted coverage.

Name _____

QUIZ for Assignment 12: Training and Employment Opportunities

Multiple Choice (8 points each)

_____ 1. What is the process of keeping in contact with other people in your profession for potential jobs and increased professional knowledge?
A. an internship
B. networking
C. continuing education

_____ 2. An unpaid work experience partnership of a student, a school, and a company is called a (an) _____.
A. internship
B. bachelor's degree
C. industry

_____ 3. The particular businesses involved in producing, selling, and servicing computers, for example, is the computer _____.
A. internship
B. bachelor's degree
C. industry

_____ 4. A (an) _____ is obtained after a student completes two years of education at a community or junior college.
A. associate's degree
B. bachelor's degree
C. internship

_____ 5. Professionals use _____ to stay competitive in their industry by attending courses, seminars, and conferences.
A. comp time
B. overtime
C. continuing education

_____ 6. Which of the following are topics covered in a typical training session?
A. how to practice good customer service, sales techniques, and the store's check-out system
B. store and employee security, store policies, and employee benefits
C. all of these and more

_____ 7. Pharmacy technicians are usually trained by _____ because their work is more specialized.
A. the store manager
B. the pharmacist
C. the trainer for the drugstore chain

_____ 8. True or False?—Once you receive an associate's or bachelor's degree, there are no additional educational opportunities available to you as a drugstore employee.
A. False—Continuing education opportunities are always available to you.
B. True—You cannot be certified with more than a four-year college education.
C. True—Your employer will not pay for additional education opportunities.

Short Answer (9 points each)

1. Name and describe *at least* two businesses that interact with your store on a daily basis.

   a.

   b.

2. Give an example of how you might use networking.

3. Thought question: Why do *you* think employers include customer service in their employee training sessions?

4. Would you be interested in becoming a registered pharmacist? Why or why not?

Name _____

QUIZ for Assignment 13: Moving Toward Supervisory/Management Duties

Multiple Choice (8 points each)

_____ 1. The group of employees who determine and direct the work of others in order to reach goals or objectives is called _____.
A. management
B. supervisors
C. discriminators

_____ 2. When an individual repeatedly makes remarks or physical contact designed to torment another, _____ has occurred.
A. discrimination
B. harassment
C. management

_____ 3. In a large store, you may have more than one _____ who sees that the stores policies and procedures are carried out by other employees.
A. cashier
B. receiving clerk
C. supervisor

_____ 4. The management activity known as _____ involves recruiting, assigning, training, and promoting employees.
A. planning
B. staffing
C. controlling

_____ 5. The management activity known as ____ involves setting standards, measuring performance, and making corrections.
A. planning
B. staffing
C. controlling

_____ 6. A (an) _____ customer is pleasant in what he or she says but less pleasant in how it is said.
A. emotional
B. sarcastic
C. superior

_____ 7. A (an) _____ customer is upset and in a bad mood, which may have nothing to do with you or the store.
A. emotional
B. sarcastic
C. superior

_____ 8. The differences in treatment made on a basis other than individual merit, usually race, sex, religion, or ethnic background, define _____.
A. discrimination
B. harassment
C. employee evaluation

Short Answer (9 points each)

1. When do *you* think a supervisor should discuss an employees poor work habits, *and why?*

2. What should you remember when handling customer problems or complaints?

3. Thought question: Of the employee motivators listed in the assignment, or others you know of, which one would encourage you to be more productive at work, *and why?*

4. Why are employee performance evaluations conducted?

Answers to Assignment Quizzes

Assignment 1: Introduction to Marketing

1. B	3. A	5. B	7. A
2. C	4. A	6. B	8. C

1. Use your judgment in evaluating this response. Possible items might include stationery, gourmet foods, jewelry, children's and new baby gifts, and silk flower arrangements and plants.

2. Use your judgment in evaluating this response; the student manual mentioned that stores sell these items to attract more business.

3. Use your judgment in evaluating this response. Possible things might include being available to give help or answer questions, providing quick checkout, and being friendly and helpful.

4. Use your judgment in evaluating this response.

Assignment 2: The Importance of Customer Service

1. C	3. B	5. B	7. A
2. A	4. C	6. C	8. B

1. Use your judgment in evaluating this response. Possible answers include these concepts: The sales clerk has the most direct contact with the customer, so he or she plays an important role in building repeat business; satisfied customers tell their friends about you and your store; and treat customers as you would want to be treated when you're the customer.

2. Many drugstore and pharmacy customers do not feel well and appreciate being treated in a friendly, helpful manner.

3. Use your judgment in evaluating this response. Possible concepts include not being able to see the customer and his/her non-verbal body language, not being able to show the customer the item, and having to describe things the customer cannot see.

4. Use your judgment in evaluating this response. Possible answers include these concepts: Cleanliness is important, because customers put many medications in their mouths; when you look nice you have added self-confidence; and when you look and act like a professional, customers will value your comments.

Assignment 3: Personal and Store Security

1. C	3. A	5. C	7. B
2. B	4. C	6. A	8. A

1. People may try to rob the store for drugs to use themselves or to sell to others. Controlled substances have a high abuse potential, and many must be locked in a safe.

2. Use your judgment in evaluating this response. A number of theft prevention suggestions are cited in the student manual.

3. The sales clerk is responsible for keeping an eye on customers. If someone looks suspicious, approach the person and ask to be of service.

4. A robber probably has a weapon, either visible or concealed, pointed in your direction. The thief is prepared to shoot if necessary to get the money or merchandise desired.

Assignment 4: How Prescription Drugs Are Dispensed

1. A	3. B	5. A	7. B
2. A	4. C	6. C	8. A

1. Use your judgment in evaluating this response. The student manual suggests that the pharmacist's area is usually set higher than the rest of the store, while the pharmacy technician usually works in front of the raised area. The elevated platform allows the pharmacist to see the customers and the store, as well as to have close access to controlled substances.

2. Use your judgment in evaluating this response. The student should be able to support his or her reasons(s) for selecting: answering the telephone, processing refill orders, handling sales transactions, and dealing with customers by phone and in person.

3. When you call the customer by name and recognize his or her voice by phone, the customer feels important and more loyal to the store.

4. The list in the student manual includes:
   - Name of physician
   - Physician's address and phone number
   - Name, address, and phone number of patient
   - Type of drug needed
   - Dosage prescribed
   - Quantity of drug to be dispensed
   - Directions for taking the drug
   - Number of refills allowed

Assignment 5: Nonprescription Drugs

1. C	3. A	5. C	7. A
2. A	4. B	6. B	8. C

1. If you are unsure of what medication to recommend to the customer, always refer the customer to the pharmacist.

2. Over-the-counter (OTC) drugs and beauty aids usually have a higher markup than most other products and have quickly become a store's major source of profit.

3. Use your judgment in evaluating this response, which should refer to aspirin causing stomach upset in some people, whereas acetaminophen is the safest analgesic.

4. Use your judgment in evaluating this response, which should refer to using promotional advertising tied in to in-store displays.

Assignment 6: Photos: Print Processing, Supplies, and Cameras

1. B	3. B	5. C	7. C
2. C	4. A	6. A	8. B

1. A photo department might include one or more of the following areas:
   - camera equipment
   - photo and camera supplies
   - photo processing

2. Use your judgment in evaluating this response. Possible answers include:
   - film
   - camera lenses
   - camera cases
   - photo albums
   - batteries
   - flashbulbs

3. Use your judgment in evaluating this response, considering that the three types cited in the student manual are: Polaroid, instant-load, and disposable.

4. Use your judgment in evaluating this response, which will probably refer to a kiosk being self-service, allowing sales clerks to provide service to more customers.

Assignment 7: Increasing Your Product Knowledge

1. B	3. C	5. A	7. C
2. A	4. C	6. B	8. A

1. Use your judgment in evaluating this response. Refer to the student manual for definitions and examples.

2. Student responses should include three or more of the following:
   - suitability
   - durability
   - versatility
   - style and fashion
   - comfort
   - pride of possession
   - price
   - safety and health
   - service, care, and guarantees

3. Use your judgment in evaluating this response.

4. To gain product knowledge, the student manual suggests that you:
   - read package inserts
   - talk to the local vendor
   - talk to the pharmacist
   - pay attention to advertisements
   - read wholesale catalogs and trade journals

Assignment 8: Personal Selling and the Sales Transaction

1. B	3. A	5. A	7. C
2. C	4. C	6. B	8. B

1. The five steps of each type of selling are:

Personal selling	Self-service
a. preapproach	a. preapproach
b. approach	b. observation
c. sales presentation	c. approach
d. closing the sale	d. making the sale
e. suggestion selling	e. departing

2. You should use your customer service techniques when selling a product because the personal touch can increase sales and store profits, as well as your confidence level. Remember, as the salesperson, you are the host or hostess who makes the customer feel at home. To sell successfully and to encourage repeat customers, you must find out the customer's wants and needs and always treat the customer how you would like to be treated. Always say "Thank you."

3. Use your judgment in evaluating the *why* portion of the student's response. The student's response should include one of more of these approaches: greeting, service, and merchandise.

4. By knowing about the products you sell, you can speak a common language in explaining the product's features and benefits to the customer. Your knowledge will increase the customer's confidence in you and result in repeat customers.

Assignment 9: Scrambled Merchandising and the Buying Function

1. C	3. C	5. B	7. C
2. B	4. A	6. A	8. A

1. Use your judgment in evaluating the *why* portion of the student's response. The response should include one or more of these decisions:
   - what to buy
   - where to buy
   - how much to buy

2. Buyers calculate the selling price of merchandise by adding the cost of the item, the store's expenses and cost of doing business, and a reasonable profit.

3. The open-to-buy formula is:
   (Planned Inventory + Planned Sales) – (Actual Inventory + On Order) = Open-to-Buy.
   Buyers use it to determine how much to buy based on how much money is already invested in store merchandise.

4. Instead of offering a large variety of traditional products, neighborhood drugstores may offer specialty items such as flowers, stationery, candy, and more.

Assignment 10: Stockkeeping and Inventory Control

1. A	3. C	5. C	7. B
2. B	4. B	6. A	8. A

1. Use your judgment in evaluating the student's response, which should refer to computerized inventory systems being more accurate, efficient, and cost-effective. Decisions can be made based on immediate information on sales and inventory needs.

2. The four types of inventory systems are:
   - dollar stock control
   - unit control (SKUs)
   - physical inventory
   - perpetual inventory

3. Using the list in #2 above, use your judgment in evaluating the *why* portion of the student's response.

4. Large stores use central warehouses instead of large in-store stockrooms to be more cost-effective, with receiving, checking, marking, and stocking functions being done in one facility. Keeping less merchandise in stock and more on the floor can mean one store's success over another's failure.

Assignment 11: Advertising and Promotion

1. A	3. B	5. C	7. A
2. C	4. A	6. C	8. B

1. Neighborhood drugstores would stress the personal selling and customer service area of promotion, with an emphasis on visual merchandising and well-planned, cost-effective advertisements.

2. The way the customer is treated in the store determines whether he or she will return to buy again. You can use suggestion selling techniques to increase the store's sales. You become the store's advertisement.

3. Customers need to know about the store and the products and services it sells. Carefully planned and placed advertising can reach large numbers of customers in a cost-effective manner.

4. Use your judgment in evaluating this response, but possible answers include:
   - large city newspaper
   - magazines
   - television advertisements
   - circulars in newspapers
   - radio advertising

Assignment 12: Training and Employment Opportunities

1. B	3. C	5. C	7. B
2. A	4. A	6. C	8. A

1. Use your judgment in evaluating this response.

2. Use your judgment in evaluating this response.

3. Use your judgment in evaluating this response, which should refer to the importance of practicing good customer relations in order to satisfy current customers and attract new ones.

4. Use your judgment in evaluating this response.

Assignment 13: Moving Toward Supervisory/Management Duties

1. A	3. C	5. C	7. A
2. B	4. B	6. B	8. A

1. According to the student manual, in order to have a healthy management/employee relationship, a supervisor should discuss an employee's poor work habits when they are noticed, not delayed until evaluation.

2. You should remember to allow the customer to tell the problem without interruption and to give the customer your full attention so that he or she feels someone cares.

3. Use your judgment in evaluating this response.

4. Employee evaluations are conducted to give employees feedback about how they are accomplishing their work. They also provide management an opportunity to decide on work-related objectives for the next six- to twelve-month period. They may also be related to employee merit increases and promotions.

Supplemental Information Available in *Working in Pharmacies*

NOTE: The following information is provided to assist you, the instructor, in making appropriate assignments for students training in drugstores and pharmacies using an additional resource available from EIMC, *Working in Pharmacies* (1993). The student manual includes content only, while the separate student learning activities publication includes terminology review, content review, content application(s), and projects for more advanced thinking. The following topics are covered in *Working in Pharmacies.*

Unit 1 **Careers in Pharmacy**
A brief history, development of the professional curriculum, qualifications for licensing, reciprocity licensing in Texas, opportunities in pharmacy, the community pharmacy, the hospital pharmacy, the changing role of the pharmacist.

Unit 2 **Ethics and Customer-Patient Relations**
The pharmacist's code of ethics, working in the community pharmacy, the pharmacist's contribution, the pharmacist and the community, handling special situations.

Unit 3 **Drug Legislation**
Federal regulations and agencies, state regulations and agencies.

Unit 4 **Safety**
OSHA, environmental safety, handling materials, cleanliness, equipment, hospital pharmacy, fire safety, robbery and theft.

Unit 5 **Dispensing in the Pharmacy**
Parts of the prescription, handling prescriptions, refills, transfers, maintenance prescriptions, other prescription information.

Unit 6 **Materials Management**
Receiving drug deliveries, storage, drug containers, caps and lids, packaging, hospital pharmacy distribution, the unit dose in community pharmacies.

Unit 7 **Metrology**
Metrology, Roman numerals, apothecary system, avoirdupois system, metric system, household measures and conversions, calculations using fractions, calculations using ratios, calculations using percentages, comparison of calculations.

Unit 8 **Managing a Pharmacy**
Functions of management, basic functions of an organization, computers, types of computers, data processing, patient profiles.

Unit 9 **Names, Sources, and Dosages of Drugs**
Drug names, sources of drugs, dosage forms, determination of dosage, drugs and body responses, diagnostics, drug safety.

Unit 10 **Routes of Administration**
Considerations of the drug, oral administration, parenteral administration, topical administration, rectal administration, applications to mucous membranes, sublingual and buccal administration, inhalation.

Unit 11 **Cardiovascular Drugs**
Cardiac drugs, renal drugs, antihypertensives, drugs for shock and hypotension, other vascular disorder drugs, coagulants and anticoagulants.

Unit 12 **Gastrointestinal Drugs**
Digestants, anticholinergics and histamine receptor antagonists, emetics and antiemetics, antidiarrheals, anthelmintics.

Unit 13 **Respiratory Drugs**
Antitussives, bronchodilators, miscellaneous agents used in respiratory disease.

Unit 14 **Nervous System Drugs**
The brain, the spinal cord, the neurons, central nervous system stimulants, central nervous system depressants, anesthetics, miscellaneous CNS drugs.

Unit 15 **Hormones**
Pituitary gland, thyroid gland, parathyroid glands, adrenal glands, pancreas, ovaries, testes.

Unit 16 **Drugs for Infectious Diseases and Cancer**
Types of anti-infectives, drug resistance, sulfonamides (sulfas), crystalluria, types of antibiotics, antitubercular agents, antifungal agents, antimalarial agents, antineoplastic agents.

Unit 17 **Nonprescription Medications in the Pharmacy**
When over-the-counter medication is appropriate, over-the-counter regulation, requirements for over-the-counter product labels, advertising and OTC products.

Unit 18 **Nonprescription Gastrointestinal Products**
Conditions requiring antacids, treatment with antacids, drug interactions, ingredients in nonprescription antacid products, evaluation of antacids, diet and indigestion, types and causes of diarrhea, diarrhea in infants, traveler's diarrhea, evaluating a patient/customer's condition, treatment of diarrhea, laxative products, causes of constipation, the ideal laxative, classes of laxatives, excessive use of laxatives.

Unit 19 **Analgesics**
Pain in the body, headaches, aspirin—the most popular analgesic, effects of aspirin, aspirin and salicylate toxicity, other nonprescription analgesics, analgesic dosage forms, extra-strength drugs, selecting an analgesic.

Unit 20 **Allergy, Cough, and Cold Products**
Etiology of the common cold, symptoms of the common cold, treatment, agents in OTC products, sore throat or pharyngitis, selecting a remedy.

Unit 21 **Nutritional Supplements, Vitamins, and Minerals**
Vitamins, types of vitamins, the fat-soluble vitamins, the water-soluble vitamins, minerals.

Unit 22 **Products for the Skin**
Poison ivy dermatitis, poison ivy and poison oak plants, symptoms of dermatitis, treatment, product components, burn and sunburn products, etiology of burns, classification of burns, sunburn, photosensitivity, treatment of burns, medications.

Unit 23 **Weight Control Products**
Types of obesity, etiology of obesity, health problems, appetite control, non-prescription products, product components, other weight-loss methods.

Unit 24 **Health Care Accessories**
Surgical and first-aid supplies, health and prescription accessories.